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ABSTRACT

This national study of school-university collaborations indicates that there is no single formula for collaboration, although specific common obstacles are likely to appear and specific common factors are likely to contribute to successful programs. Data were drawn from questionnaire responses from 68 school superintendents and 128 university presidents, and site visits to nine cities. Summary findings include the following: (1) most programs are targeted at professional development of school personnel, with the ultimate goal of improving the school curriculum; (2) structure is tailored to the needs of the cooperating institutions; (3) every urban center has the potential for collaboration; (4) communication between chief executive officers is essential to success; (5) lack of resources is the key obstacle to success; and (6) impetus for collaboration usually comes from within institutions rather than from policy-making bodies. Statistical data are included on six figures and ten tables. The appendices comprise the following: (1) a list of the 103 school districts that received questionnaires; (2) a list of the 223 higher education institutions that received questionnaires; (3) the interview protocol; (4) the school district superintendent questionnaire; (5) the university president/chancellor questionnaire; (6) an illustrative list of 37 university/school collaborations; (7) a ten-item list of perceived barriers to collaboration; and (8) a table of objectives/non-objectives arranged by objective type and respondent type. A 59-item bibliography is also appended. (FMW)

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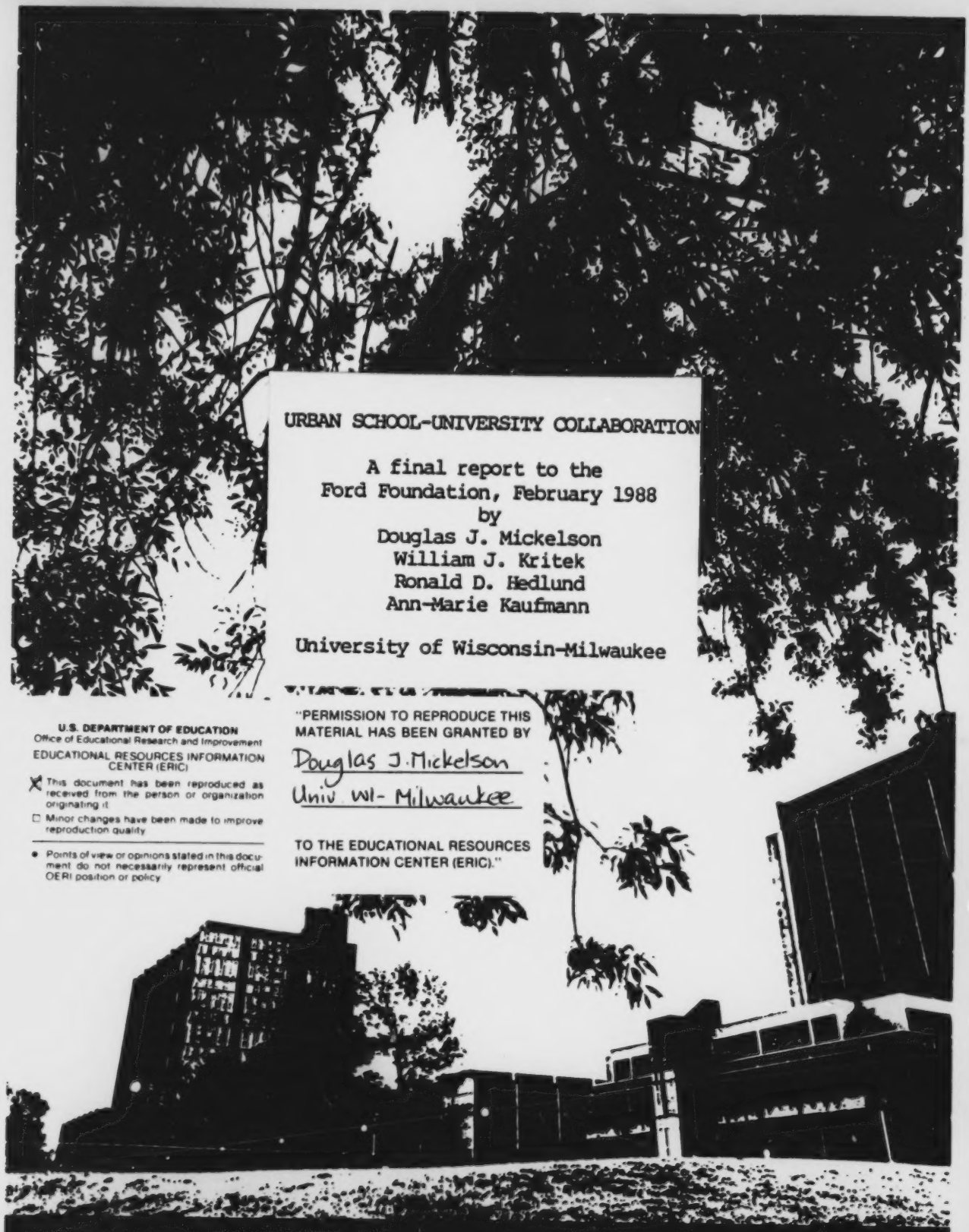

URBAN SCHOOL-UNIVERSITY COLLABORATION

A final report to the
Ford Foundation, February 1988
by

Douglas J. Mickelson
William J. Kritek
Ronald D. Hedlund
Ann-Marie Kaufmann

University of Wisconsin-Milwaukee

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Forward

A number of individuals have supported us in conducting this study. Especially important are Chancellor Clifford V. Smith, Jr. and former Chancellor, Frank E. Horton, whose efforts at establishing and maintaining the collaborative programs between the University of Wisconsin-Milwaukee and the Milwaukee Public Schools, provided us with a base on which to establish this study. In addition, Vice Chancellor John Schroeder and former Vice Chancellor Norma Rees were especially helpful in developing this proposal and planning the study.

We are also indebted to Acting Superintendent Hawthorne Faison, former Superintendent Lee McMurrin and Assistant Superintendent Bill Larkin, from the Milwaukee Public Schools, who assisted us in the development of our questionnaires and provided us with sources of information about urban school districts, as well as their perspective on school involvement in collaboration. Their assistance was another example of schools and universities working together.

Our appreciation is extended to The Graduate School for its administrative and financial support of our project and to Professor Phillip L. Smith, Director of the School of Education's Office of Research who provided us with data management support.

Particularly noteworthy, too, was support we received from Dr. Nevin Brown, Division of Urban Affairs, National Association of State Universities and Land-Grant Colleges, who made available to us an extensive amount of information and literature his office maintains regarding urban school/university collaboration.

We also wish to thank those school districts and university officials who welcomed us to their cities and spent considerable time helping us learn about the collaborative ventures in which they were involved. Their openness enabled us to get first-hand accounts of the inner workings of several highly successful collaboratives.

Finally, and most significantly, we thank Mr. Ed Meade, Program Officer, Ford Foundation, the key person in bringing this study to fruition. His support and willingness to work with us enhanced the quality of this project.

We, of course, assume all responsibility for the interpretations and analysis found herein.

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URBAN SCHOOL-UNIVERSITY COLLABORATION

Introduction

The clamor for educational reform and school improvement in the United States has focused public scrutiny on our educational systems to an extent not rivaled since the Sputnik challenge of 1958. Since the 1983 National Commission on Excellence in Education report, A Nation at Risk: The Imperative for Educational Reform, virtually every school system has faced study and challenge regarding its educational quality and cost. New requirements for teacher certification, different approaches to classroom instruction, increased compensation for excellent teachers, greater management flexibility for building principals, innovative strategies to reduce drop-outs and increased graduation requirements have become themes in countless books, reports, and media stories about contemporary education. Virtually every avenue of educational change has been explored and reported; however, one very promising development--school-university collaboratives--has received considerably less public attention and evaluation because it is less dramatic and its effects are harder to demonstrate. Nevertheless, over the past ten years an increasing number of collaborative relationships -- partnerships for solving myriad educational problems -- have been established between universities and public schools in urban settings. Organizations such as the National Association of State Universities and Land Grant Colleges (NASULGC) and the College Board, as well as several private foundations, including the Ford and Johnson Foundations have advocated and supported such partnerships. As a consequence, understanding school-university collaboration is an important topic for study.

While interaction between schools and universities has a long history, recent collaboratives demonstrate a new style and form. Typically, contemporary collaboratives

-- involve high ranking officials -- CEOs and other top level administrators -- in important, "non-figure head" roles;

-- include a wide variety of activities and programs covering every facet of education;

-- operate with co-equal status for schools and universities;

-- function in a more formalized, centralized and specified manner; and,

-- seek to solve problems of interest to any partner using the resources of all partners.

The reasons cited for entering into collaboration center on the wide variety of problems facing our entire educational system that relate to the need for improving services to public school students and teachers by both the university and local school districts. These include

-- enhancing the preparation of high school students for college;

-- improving access of minority students to colleges and universities;

-- providing college coursework for high school students;

-- improving teacher preparation;

-- exchanging professional ideas and problem solving approaches between university and school faculties; and,

-- creating a more coordinated system for the delivery of educational services and resource use. (Maeroff, 1983; Bailey, 1984; Shive, 1984; Brown, 1985)

Despite enthusiastic beginnings, many early collaborations in the 1980s floundered when they encountered even minor obstacles. Widespread reports surfaced about the numerous special conditions that were required and the barriers that must be overcome to insure successful continuation of a collaboration. At the same time, successful partnerships pointed with pride

to what they considered the factors that contributed to their success. As a result, much conventional wisdom evolved about collaboratives. For example, facilitating factors such as the following were considered critical: having the commitment of the chief executive officer of each organization; developing a common understanding regarding similar problems; recognizing and rewarding staff members who participate in these efforts; and providing adequate resources, both human and monetary, to achieve the goals. Further, reports identified common barriers: insufficient planning time, unfocused or fragmented programs, poor feedback to project activities from research and evaluation efforts, and the traditional conflict between the educational practitioner and the theorist.

While these perceptions from interactions among collaborative participants and single case studies are helpful, additional in-depth research is needed if the collaborative movement is to grow and mature. Especially critical are more multi-site studies using comparable and rigorous techniques which permit valid comparisons to be made among partnerships on such dimensions as the origins of collaboration, the establishment of goals and objectives, the initiation of primary activities, and the evolution of an interactive process among partners. The research reported here supplements previous perceptions and studies by providing conclusions and data on collaborations collected from almost 70 of the largest school districts in the United States. Specifically, this study describes the nature of university-school partnerships; identifies why and how collaboration starts and is sustained; analyzes the obstacles that impede collaboration; and, evaluates the strategies that facilitate long-term partnership survival and effectiveness.

Review of Literature

Collaboration, cooperation, and partnership are terms that are often used synonymously in the literature when describing joint ventures between schools and universities. Some researchers distinguish among these terms (e.g., Hord, 1986; Vivian, 1986), but most authors seem to use them interchangeably (Boyer, 1981; Wilbur, 1981; Brown, 1985; Lieberman, 1986). While each refers to a joint undertaking of two or more independent bodies involved in education which work on problems of mutual concern that may be difficult to solve individually (Pine & Keane, 1986), collaboration is most frequently used because of the proactive, coequal, problem solving image it conveys.

Educational collaborations, as described in the literature, have involved a wide variety of partners including local school districts, institutions of higher education (both two and four year), business and industry, foundations, and governmental agencies. Such a range of partners in collaboration provides opportunities for combining the unique perspectives, resources and activities of each for educational improvement (Roberts, 1985). Shared objectives and agreement on final products among all parties is a hallmark of successful collaboratives (Sussman, 1982; Shive, 1984), but is a difficult stage to achieve except in a most abstract way. As a consequence, many collaboratives strive initially to provide a forum for all partners to exchange information and ideas that can be beneficial for all concerned (Swaffer, 1985). Agreement on specific goals and objectives evolves later. Hord (1986) presented a collaborative model that is based on an exchange of goods and services among diverse partners with an emphasis on joint planning and implementation through all stages. Each partner is seen as providing something of benefit to the others in order to receive something desired in return.

Historically, schools and universities formed relationships based on current needs and existing goals. Early attempts focused on relatively narrow and specific goals like teacher training and college admissions. These ventures were directed mainly by and for the benefit of colleges and universities, with relatively little attention given to what schools would require (Hathaway, 1985). Interest in joint projects waned only to be revived during the "Space Race" of the late 1950s. This renewed interest in collaboration shifted the focus to "upgrading" the science and math component of elementary and secondary schools; however, a patronizing attitude on the part of universities again seemed to prevail and inhibited broad based, meaningful collaboration. The 1960s and 70s reflected a decline in collaborative attempts mainly due to domination by social issues at that time. The Vietnam era, with its focus on the conflict in Southeast Asia and civil rights, turned the attention of schools and universities toward social justice concerns -- issues less amenable to school-university collaboration (Maeroff, 1983). School-university interactions focused primarily on teacher training and student recruitment for higher education.

The 1980s brought a renewed interest in the collaborative movement primarily in response to reports such as A Nation at Risk: The Imperative for Educational Reform (National Commission on Excellence in Education, 1983), attention from national organizations such as the National Association of State Universities and Land-Grant Colleges (NASULGC), interest by private foundations such as the Ford and Johnson Foundations (Brown, 1985), and external pressure such as court ordered desegregation in Boston (Genova, 1981). Also, schools and universities have experienced a growing realization that many of their problems are interdependent and more easily solved by joint action. Examples of such problems include the following:

-- the need for more educational opportunities for minority students;

-- revisions in college admission requirements that profoundly affect secondary school curriculum;

-- changes in college level course content that also alter secondary school curricula;

-- declines in traditional university-aged persons which poses a major recruitment challenge that can be mitigated by school assistance;

-- inadequate numbers of well-prepared high school students entering their freshman year of college;

-- the need for university remediation programs to help ill-prepared students; and,

-- growing numbers of educational drop-outs at all levels (Brown, 1983; Lieberman, 1986; Skoog, 1985).

A review of collaboration activities in the 1980s indicates that efforts to solve these problems have been undertaken in the areas of curriculum enhancement at the secondary level, student recruitment to postsecondary education, instructional improvement, professional development for elementary and secondary teachers, and research regarding a wide variety of joint concerns. These efforts have been pursued using one of three basic program models: school/university pairings, school/university integration, and joint school/university activities/programs (Shive, 1984).

The Boston Compact, which grew out of the 1974 court-ordered desegregation, is an example of the pairing model. Here schools, universities and businesses join together for specific purposes such as postsecondary education and job opportunities. This particular collaborative includes Boston area businesses as well as public school systems and public and private universities. The Compact is designed to facilitate matriculation to one of the area colleges and universities or to enable students to enter into the job market directly upon high school graduation through a job program instituted

with the help of the business community. The goal is better secondary preparation for success in whatever post-high school option is chosen (Maeroff, 1983; Shive, 1984; Brown, 1985).

The Queens College/New York City Schools collaborative is another example of a pairing model. The purpose here is curriculum enhancement and staff development through a partnership initiated to develop a model middle school designed to meet the needs of 10-14 year old students and emphasizing the arts. This collaboration provides a laboratory for Queens College interns and college staff who secure release time to be at the school several days a week. School staff are considered as adjunct professors for the college, and many college courses are offered at the school (Wilbur, 1984; Trubowitz, 1986).

Matteo Ricci College and Simon's Rock of Bard College are two examples of collaborations by private institutions that integrate high school and college experiences. Matteo Ricci, located in Seattle, allows students to complete high school and college in six years through a unified and comprehensive program. After three years, students may transfer to Seattle University for the completion of the program. Simon's Rock of Bard College in New York started as the joint venture between Simon's Rock, a college preparatory high school, and Bard College. Since 1979 the program has been structured so that students can receive an associate's degree as well as a high school diploma. Upon completion, students are able to enroll as juniors in other colleges or universities and complete a bachelor's degree (Adelman, 1983; Brown, 1983; Watkins, 1983).

Project Advance is a different type of integrated program. Developed by Syracuse University, it provides a means for students to start college courses as high school seniors and utilizes high school teachers as adjunct professors. Students who have traditionally felt that the senior year is

"non-productive" are now provided with an option to begin university course work while still in high school. This approach involves capable students in university courses and helps to ease the transition to college because expectations become known prior to postsecondary enrollment (Stanfield, 1981; Wilbur, 1981; Adelman, 1983; Watkins, 1983; Shive, 1984; Wilbur, 1984).

Staff development projects are typical examples of joint school/university activities. In the Yale-New Haven Teachers Institute, secondary teachers from the New Haven public schools are accepted as "fellows" at Yale and work with Yale professors in the same discipline over a five month period. Through a variety of interactions that concentrate on curriculum development, participants pursue a meshing of theory and practice as represented by the teacher and the professor. Not only have the interactions and course work had impacts in classrooms at both levels, but the program has also been beneficial to the morale of the participating faculties (Brown, 1983; Watkins, 1983; Bailey, 1984; Wilbur, 1984; Vivian, 1986).

A different type of joint project can be seen in the Program of Research and Evaluation for Public Schools (PREPS), a part of the Bureau of Educational Research and Evaluation at Mississippi State University's College of Education. In this program the goal is research which will affect educational practice. School districts pay a membership fee and the superintendents of the districts form an advisory council which provides advice to the university regarding the latest needs, trends and developments in the public schools. Based on advice from the council, the university initiates research and development efforts that will benefit the majority of participants (Wall, 1984; Wilbur, 1984).

Although the literature notes the need for long-term evaluation of any collaboration, such evaluation has generally not occurred since most programs

are relatively new (Brown, 1985). Nevertheless, the reports about collaborative efforts have identified a number of misconceptions and barriers that can hinder or totally impede progress. The list includes

-- seemingly irreconcilable differences between the university-based theorist/researcher and the school practitioner, with a resultant deeply seeded suspicion and distrust (Brown, 1983; Shive, 1984; Boberg, 1985; Hathaway, 1985; Fox, Anglin, Fromberg, & Grady, 1986; Pine & Keane, 1986; Trubowitz, 1986);

-- a history of short-term university projects (workshops, research, and proving ground activities) that have not been designed to build long-term, high commitment relationships (Brown, 1983; Shive, 1984; Trubowitz, 1986);

-- an absence of respect by universities for the activities and achievements of school districts (Norris, 1982; Hathaway, 1985; Fox, Anglin, Fromberg, & Grady, 1986);

-- disruption of the schools' daily routine and other problems caused by inappropriate research designs, inadequately trained test givers, inadequate planning and implementation and lack of feedback on research results, as well as problems caused by school bureaucracies that delay research activities (Norris, 1982; Hathaway, 1985; Fox, Anglin, Fromberg & Grady, 1986);

-- scheduling difficulties and a lack of resources, both monetary and human (De Bevoise, 1986); and,

-- differences in "environment" and "calendar" such as flexible university schedules that include planning time compared to the full-day classroom assignment of school teachers (Wilbur, 1981).

Solutions to many of these difficulties have been offered by collaborative practitioners and researchers (Boyer, 1981; Shive, 1984). Among the approaches suggested are these:

-- clearly define and periodically review specific goals;

-- clearly fix responsibility for achieving the goals;

-- establish a mutually agreed-on agenda for activities;

-- foster a sincere desire to work together as equals;

-- develop a narrow focus that concentrates on one project;

-- provide real incentives for those you want involved;

-- find resources to support new programs;

-- develop "ownership" of the program by school and university faculty; and,

-- have a plan that deals with action rather than materials.

Top level administrative support by all organizations involved is also seen as essential for collaborative growth (Brown, 1985; De Bevoise, 1986; Pine & Keane, 1986). Through his work with participants in a funding program for collaboratives administered through NASULGC, Brown found that the more successful projects were those that had firm leadership from the chief executives of the university and the school district (1985). While assistants were given responsibilities, the university presidents and school superintendents were critical in providing direction and spirit.

This literature review regarding collaboratives has provided information about what collaboratives do, how they organize to do it, and what factors affect their success. (Additional information on collaboratives is found in Appendix F.) The following sections of this report present findings from a comparative study of collaborative activities in urban settings. The goal is to provide additional specific and comparative information about collaboration in order to assess what factors contribute to various types of successful activities.

Methodology

While discussions of collaboratives activities and impacts can be found in the literature, from presentations at national conferences, and through dialogue among collaborative project personnel, most prior reports have contained subjective impressions from personal experiences with one or a few sites. Few reports have contained quantitative analyses of project activities and/or outcomes, and virtually none have provided rigorous comparisons across projects. In contrast, this current project collected an extensive data base

on collaboratives and used the following questions to provide a framework for the study;

-- Why do schools and colleges decide to establish a collaborative endeavor?

-- How do collaboratives organize to conduct their activities and programs?

-- What obstacles develop which inhibit cooperation?

-- How have the obstacles been overcome?

-- What factors facilitate the development of a successful collaborative relationship?

As a consequence, a brief discussion of the methodology used is necessary.

Identification of the Population

The first major concern was to identify the urban public school systems and universities to be included for analysis. Initially one set of partners was identified and then used to determine the other. Since most collaboratives involve a single public school system, this is where the process began. Using information provided by the Council of the Great City Schools, the 100 largest U.S. public school systems were identified for contact regarding collaboration. A review of applications for NASULGC funding of urban collaboration in 1983-85 resulted in the identification of three additional urban public school systems which were added to the list of those being contacted. (These 103 school systems are listed in Appendix A.) The size of these systems ranges from 25,000 to over 900,000 students, grades K-12. This procedure insured the inclusion of all large public school systems and provides for representation from a range of socio-economic settings with diverse ethnic and racial compositions.

These 103 school systems are located in 37 states and Washington, D.C., with the majority in the eastern and southern United States (Figure 1). Four

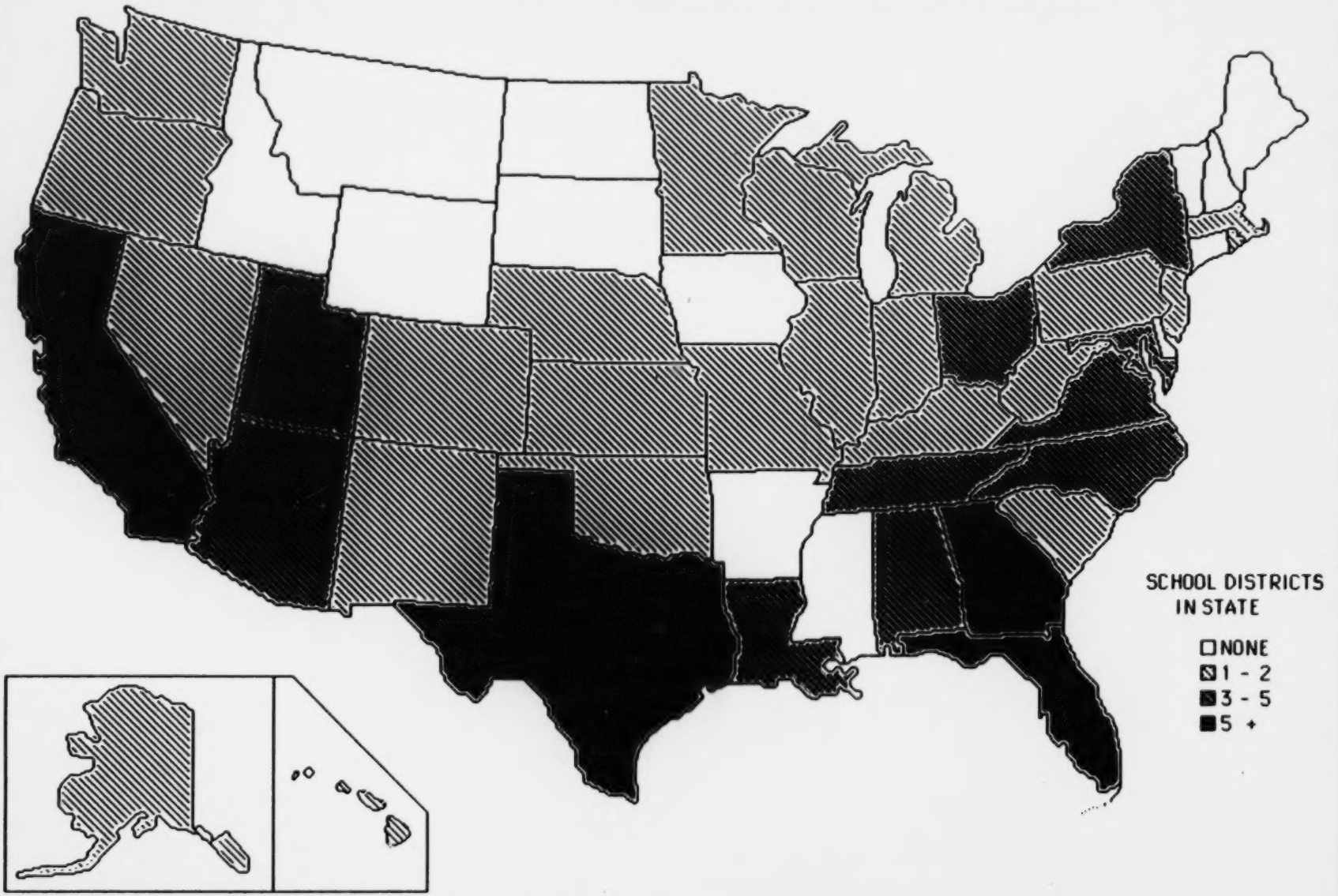
states (Florida, Georgia, Texas, and California) are represented by at least five of these districts while there are between three and five districts for each of ten states (New York, Maryland, Ohio, Virginia, North Carolina, Tennessee, Alabama, Louisiana, Arizona, and Utah), and the remaining 23 have either one or two districts. Population and the use of county-wide districts in the south accounts for the large number of districts in sun-belt states.

FIGURE 1 ABOUT HERE

Three strategies were utilized to identify which universities were involved in collaboration with these school districts. First, each district was asked in a mail questionnaire to identify universities and colleges with which they were collaborating. Any conception of collaboration was permitted, thus ensuring a broad inclusion of partners. This strategy resulted in 201 institutions of higher education being identified by the 68 districts returning the questionnaire. One district listed 14 institutions of higher education as partners in their collaborative, while seven districts indicated none.

This list was then cross-referenced with universities already identified as participating in collaboration for these 68 urban areas through a literature review and with a review of universities requesting funds for collaboration from NASULGC. Twenty-two institutions of higher education were added by these processes. As a result, 223 colleges (two and four year) and universities were identified, each of which was expected to be participating in some type of collaboration with one or more of the 68 public school districts. (A list of these 223 colleges and universities is found in Appendix B.) While some school systems and institutions of higher education involved in collaboration may have been excluded from study through these

FIGURE 1
LOCATION OF SCHOOL DISTRICTS



procedures, we believe that these procedures provide an adequate sample of both types of education partners.

The identification of more colleges and universities than school systems indicates the involvement of multiple universities/colleges with a given school system. These numbers suggest an average of three colleges/universities to every school system, but Figure 2 indicates wide variation in terms of the number of higher education partners. Six school systems reported no collaboration, while one indicated collaboration, but failed to list any partner. At the other extreme, 15 school districts indicated collaboration with five or more institutions of higher education.

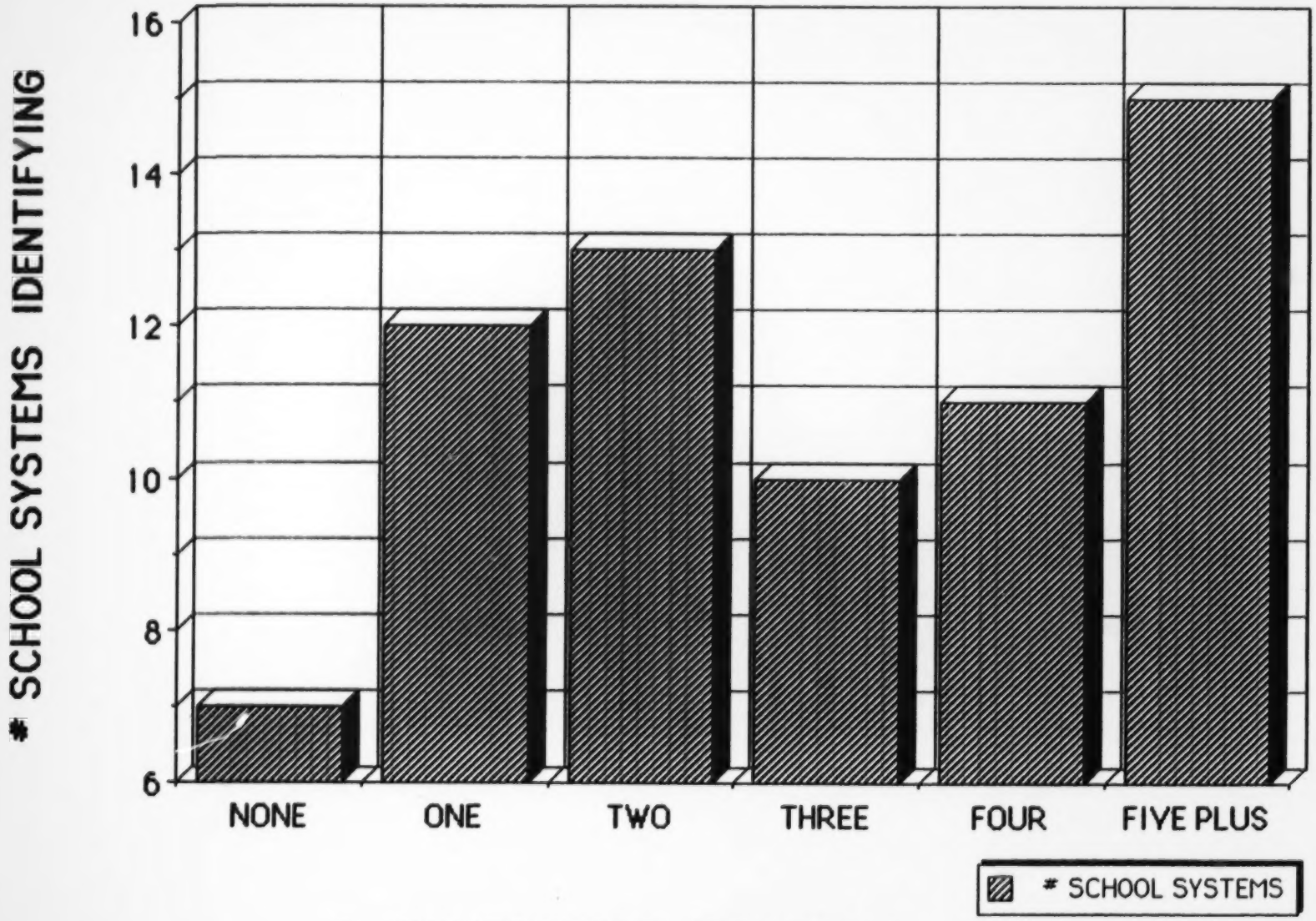
FIGURE 2 ABOUT HERE

Data Collection Procedures

Given the ambitious amount of information desired from both collaboration partners, plus the goal of having comparative data from a large number of collaboratives and in-depth information from a smaller number, several different data collection procedures were used.

School/Urban Area Background Data. In order to understand the respective school systems and the urban settings in which they exist, background data about both the district and its surrounding area were identified. Using 1980 census information contained in the County and City Data Book, data on 34 cities were collected. This was supplemented by information available from NASULGC. Together, these data provide general social and economic profiles of the urban areas included in our study.

FIGURE 2
NUMBER OF UNIVERSITIES IDENTIFIED BY SCHOOLS



Interview Protocol. As a result of the literature review and the experiences of the research team with collaboratives, two similar interview protocols were developed -- one for school systems and the other for colleges/universities. These protocols were designed to obtain in-depth information from key individuals identified for nine urban school-university collaboratives. Information sought included the history of the collaborative, the areas of emphasis of the collaborative, a description of current projects, an evaluation of factors facilitating and obstructing collaboration, and a review of the collaborative's organization.

The preliminary protocol was reviewed by a university president and his staff and the superintendent of one urban school district and his staff. Changes in question wording were suggested and questions were added as well as deleted. In addition, this draft was reviewed by representatives of 20 different collaboratives from around the United States who attended a 1986 NASULGC-sponsored meeting of funded collaboratives in Kansas City, Missouri. After changes from both reviews were incorporated, the revised draft was critiqued by additional collaborative personnel who attended an international urban universities conference in Winnipeg, Manitoba, also in 1986. The results and feedback of this second stage review were included in the final form of the interview protocol. (The protocol is found in Appendix C.)

The interview protocol was first used in four urban sites which had differing experiences with collaboration. The criteria for selection as one of these first four field sites were the amount of previous collaborative activity and whether the collaborative had received any outside funding to support its work. Thus, sites were selected in order to represent combinations of funding and activity levels. (Figure 3 presents the selection criteria.)

FIGURE 3

CHARACTERISTICS OF SITES SELECTED FOR FIELD-TEST OF INTERVIEW PROTOCOL

	AMOUNT OF ACTIVITY	
	High	Low
Funded by grants	Site 1	Site 2
Not-funded by grants	Site 3	Site 4

A representative from the research team spent three days at each of these four sites interviewing key administrators from both the superintendent's and president's staff who were involved in the collaborative efforts. The results of the initial round of interviews were used primarily to design the mail questionnaire instrument which would be sent to the rest of the schools and universities in the sample. In addition, information from these interviews was combined with data collected from a later set of interviews with five additional school-university collaboratives to provide examples and in-depth case study information on collaboration and collaboratives.

Mail Questionnaire Instrument. The development of the mail questionnaire was based on information from the literature review and the initial four site visits. Like the interview protocols, the mail questionnaire was reviewed and critiqued by university and school district officials, as well as by informed external reviewers. The final superintendent questionnaire was mailed to the school superintendents of the 103 public school systems listed in Appendix A. (See Appendix D for this questionnaire.) Using the information from the 68 questionnaires returned indicating collaborative colleges and universities, a companion instrument, virtually identical in format and content was sent to the 223 college/university campus presidents or chancellors identified. (Throughout the remainder of this report, the designation "president" will be

used to refer to a college or university campus CEO regardless of title. See Appendix E for this questionnaire.)

The purpose of both questionnaires was to obtain the perspectives of the presidents and superintendents on their collaborative and to collect basic descriptive information concerning school/university collaboration. The instruments contain three major sections: Section A asked about collaboration at the level of the entire school district or college/university organizations; Section B was directed toward schools/universities with no overall collaborative relationships (i.e., not involving senior level administrators); and Section C inquired about specialized activities/ collaborations which are independent from institutional efforts.

Collaboration at the organization level -- Section A -- focused attention on the administration of the collaborative (e.g., how often do the two leaders meet, is there a written agreement, who has what responsibilities, and what officials are involved?), origins of institutional collaboration (e.g., when did collaboration begin, for what purposes, under what pressures, and with what facilitating factors?), and the current status of institutional collaboration (e.g., objectives for collaboration, achievements of the collaborative, target groups for the collaborative, and factors inhibiting collaboration). Section B asked school system superintendents and presidents not involved in collaboration to assess why such partnerships had not developed. Section C requested information on more specific and limited-scope cooperative programs. Other than minor wording changes required for the questionnaire to be germane, the university presidents and school superintendents were asked identical questions.

The sources for the data presented here, then, were the superintendents from 68 of the 103 large urban public school systems in the United States and

128 campus presidents of the 223 universities and colleges which were identified as participating in some form of collaboration with those school districts. While information for some questions in the mail questionnaire may have been provided by others, the data represent a perspective on collaboration from the CEOs of the partner institutions. The analysis permits us to generalize about the views CEOs involved in institutional collaboration have on these partnerships and their activities.

In order to ensure the highest possible return rate, each institution was contacted by phone prior to the initial mailing to advise appropriate personnel about the questionnaire and to request their assistance. Each CEO (or assistant/secretary) was informed during this call of the nature and purpose of the survey and asked to complete the questionnaire. Three weeks after the deadline for receipt of the initial completed questionnaire, each CEO who had not yet returned the questionnaire was contacted by mail and asked to complete and return the questionnaire. Six weeks later, a new packet with another questionnaire was sent to each CEO with a second mailed reminder following three weeks later. As a result, 68 of the 103 superintendents (66%) and 128 of the 223 college/university presidents (57%) returned usable questionnaires. Of the 68, seven superintendents indicated no collaboration efforts were underway or failed to indicate their partner(s). Thus 90% of the urban school districts that responded indicated some type of collaboration.

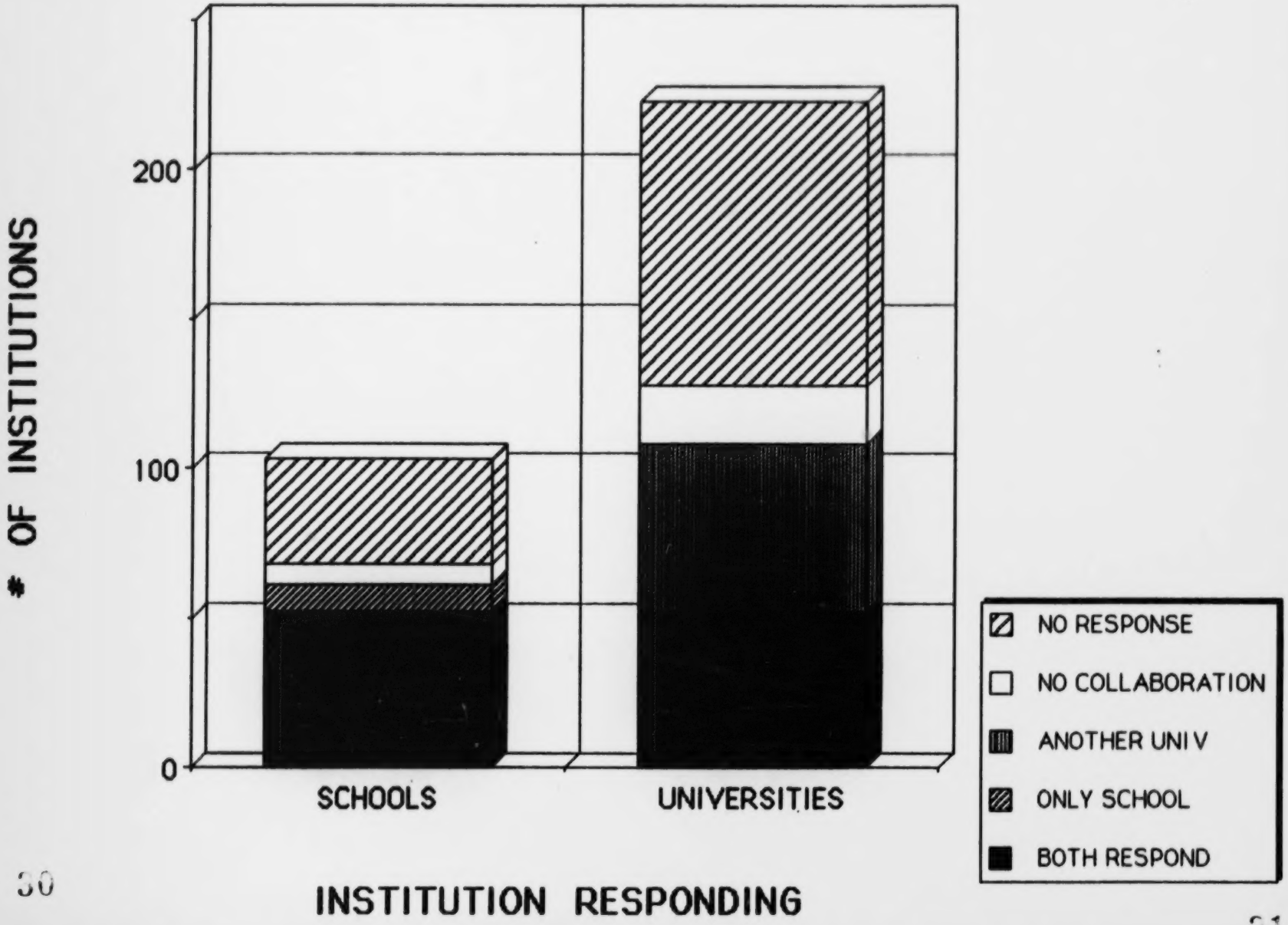
When the presidents' responses were paired with those from superintendents, information was available from both types of educational partners for 52 collaboratives. This means that nine school districts had no university partner respond. Among the university returns, 20 (16%) indicated no collaboration even though these universities had been identified as being in a collaborative and the remaining 108 indicated partnerships in a

collaboration with one or more of the 52 school districts. Figure 4 illustrates this composition of both respondent types indicating the 52 cases where both a superintendent and president responded; the 56 cases where another university partner to the 52 also responded; the nine cases where only a school responded; the seven schools and 20 universities where no collaboration was reported; and, the 35 schools and 95 universities which provided no response to the mail questionnaire.

FIGURE 4 ABOUT HERE

Site Visits. Once the questionnaires had been received, the research team reviewed the returns and selected five additional sites for intensive, in-depth data collection to complement the four visited earlier. At each site key administrators from both educational institutions involved in overall institutional collaboration were interviewed using the interview protocol described above. Documents describing each collaborative and its activities were collected and used to provide additional insights. This total of nine sites assured diversity of size, geographical location, type of administrative structure, source(s) of funding, and extent of collaborative activity. (The nine were Albuquerque, Atlanta, Boston, Cincinnati, Houston, Omaha, Providence, St. Paul, and Tampa.) These data were kept separate from those collected via the mail questionnaire so that each type of data could complement the other. This strategy provides for cross-site comparisons using both the rigorous forced response, highly comparable data and the rich, illustrative, open-ended information.

FIGURE 4
NUMBER AND TYPE OF RESPONSE BY INSTITUTION



Findings

Six major components of these collaboratives are examined and discussed in this section. The first component focuses on the origins of the collaborative; the second on the structure of the collaborative; the third on those factors which serve to facilitate and maintain the collaborative; the fourth on those factors which serve as barriers and obstacles to collaboration; the fifth on current status of the collaborative; and finally, the sixth on advice superintendents and presidents would give to school/university partners who are interested in initiating a collaborative project. While the data presented here are based primarily on responses from the mail questionnaires, comments and evidence collected from the nine site visits are also included.

Origins of the Collaborative

Although many institutions have had traditions of interaction with an area university or school system, the emergence of collaboration involving the highest level of administration within each organization has been a recent phenomenon. When asked, "When did formal collaboration, involving senior level administrators actually begin?", over 81% of the university presidents and 78% of the school superintendents reported that their collaboration started after 1980. Even more striking is that 38% of the superintendents and 31% of the presidents said that formal collaboration started in 1984 or later. Clearly, the attention given to urban schools and their problems following the publication of A Nation At Risk and similar reports probably helped stimulate interest in collaboration.

When asked, "Who initiated the actions beginning collaboration between the university and the school district?", 65% of the superintendents responded

that they or their deputies were responsible for initiating contact with the university; 28% of the presidents reported that they were responsible, and another 25% reported that their deans had initiated contact with the schools. Thus, a majority for each respondent type sees themselves or their top aides as having begun the effort toward collaboration. While we are unable, given these data, to sort out who really started the collaboration, these findings suggest that both partners see themselves as having played an important role in initiating the contact leading to collaboration. This joint responsibility is an important theme throughout the data reported here.

The respondents were asked an open-ended question, "What were the reasons for the start of this collaboration?", which permitted them to state in their own words the basis for beginning the collaboration. While the responses indicate a variety of specific reasons for initiating a collaborative, the most frequently mentioned ones relate to the benefits provided for personnel. For example, the most widely cited reasons are staff development (reported by 25% of the superintendents and 11% of the presidents) and improved preparation of teachers (reported by 25% of the superintendents and 11% of the presidents). The only other reason reported by more than 15% of either group is the mutual benefit, interest, and concerns of both organizations (15% of the university presidents.) The results suggest that rather specific objectives related to assisting personnel in their growth and development characterize the reasons the CEOs believe collaboratives formed.

In order to provide comparative information on specific reasons for collaboration, superintendents and presidents were asked, "How much pressure did the (public schools/university) feel from each of the following sources to start a collaborative relationship with the (university/school)?" The respondents were asked to rate the amount of pressure exerted (on a

seven-point scale from "none" to "a great deal") by twelve separate individuals or groups. The results are presented in Table 1.

TABLE 1 ABOUT HERE

One of the first trends apparent is the high degree of congruence between the responses of superintendents and presidents; that is, rankings for the 12 sources of pressure are very similar for each type of respondent. Only two sources of pressure (the counterpart CEO and local political leaders) show substantial differences between presidents and superintendents in "average" amount of pressure they perceived to have been exerted. (For our purpose here, we define "substantial difference" as at least one-half point difference between the average response scores.) The presidents reported experiencing more pressure from superintendents than vice versa and the presidents believed they experienced more pressure from local political leaders than did the superintendents. This may indicate that the universities are being targeted more by these two sources to offer help to urban school systems experiencing need. But the extraordinary number of congruent perceptions indicates that superintendents and presidents have similar views about who pressured them to collaborate and to what degree.

A second finding is that both superintendents and presidents identify most frequently sources "internal" to the organizations. Three of the top four sources of pressure to collaborate are from forces inside the organizations, and the average scores are considerably higher than the others. The one non-internal source (the counterpart CEO) represents pressure from within the collaborative partnership, but outside the "home" organization. Percentages associated with these "higher" averages indicate that over 40% of the respondents perceived these sources as exerting "some" or

Table 1
AMOUNT OF PRESSURE TO BEGIN UNIVERSITY/SCHOOL COLLABORATION
BY SOURCE AND RESPONDENT TYPE
(per cent by row)

SOURCES OF PRESSURE	RES[b]	AMOUNT OF PRESSURE[a] None	Little	Moderate	Some	Great Deal	TOTAL Aver.	%	N
Long Standing	SUP	14	11	19	42	13	4.36	99	62
Relationship	PRE	14	10	13	35	27	4.75	99	105
Other Top Level	SUP	20	20	12	38	12	4.02	102	61
Administrators	PRE	18	18	23	33	8	3.99	100	106
University President/	SUP	31	12	16	33	8	3.51	100	61
Superintendent[c]	PRE	19	18	13	38	13	4.20	101	102
Teachers, Faculty	SUP	13	31	6	45	5	3.97	100	62
& Staff	PRE	13	24	14	46	3	3.99	100	105
School Board/	SUP	33	33	5	26	3	2.93	100	61
Board of Regents	PRE	50	23	8	17	3	2.46	101	101
State Department of	SUP	50	18	11	14	6	2.67	99	62
Public Instruction	PRE	41	20	12	19	9	3.01	101	101
State Political	SUP	44	39	3	11	3	2.36	100	62
Leaders	PRE	43	25	13	15	5	2.74	101	101
Professional	SUP	44	26	16	14	-	2.47	100	62
Organizations	PRE	53	26	6	15	1	2.22	101	102
Business	SUP	47	39	3	11	-	2.08	100	62
Community	PRE	58	20	8	14	-	2.14	100	103
Local Political	SUP	60	34	2	5	-	1.77	101	62
Leaders	PRE	43	28	12	17	-	2.51	100	102
Other Schools/	SUP	61	26	5	8	-	1.93	100	61
Universities	PRE	55	24	11	10	-	2.14	100	106
Local	SUP	69	27	-	3	-	1.50	99	62
Media	PRE	62	27	6	5	-	1.76	100	103

[a]The original coding of the question obtained responses in a seven category, numeric scale with verbal designations for 1(none), 3(little), 5(some), and 7(great deal). In this table, the seven categories have been combined so that 1 = none; 2, 3 = little; 4 = moderate; 5, 6 = some; and, 7 = great deal. The average was calculated using the 1-7 scale.

[b]Respondent type, SUP = Superintendent and PRE = President.

[c]Superintendents were asked to rate amount of pressure from university presidents and vice versa.

"a great deal" of pressure to start a collaborative relationship. Clearly, the greatest pressure to initiate collaboration is seen as coming from inside the organization, including other top level administrators, teachers, faculty and staff.

The source of pressure perceived as highest is from a long-standing relationship between the two organizations. More than three of every five presidents and half of the superintendents reported feeling some or a great deal of pressure due to a long-standing relationship. Thus, in spite of the relatively recent appearance of collaboratives, long standing ties between partner institutions seems an important contributing factor in encouraging partners to initiate a more formal arrangement. This response can probably be interpreted, at least in part, as institutions capitalizing on existing cooperative activities when they seek to establish additional or more formal ties. For example, people who have been involved in informal partnerships between the organizations may press for or even be called on to assist in expanding activities or in developing more formal ties. This response also suggests that institutions probably have an array of existing relationships that can provide a reservoir of contacts, good will and technical assistance if additional or more formal collaborative relationships are desired.

Among the remaining eight sources of pressure in Table 1, four can be categorized as educational in nature, but outside the organizations (the governing boards, state departments of public instruction, professional organizations, and other schools/colleges); two as political (state and local political leaders); and, two as general community (business and media). The lower levels of perceived pressure from both community sources suggest relatively minor roles for them in collaborative formulation. This is somewhat surprising given the common belief that educational institutions are especially responsive to local pressures.

Regarding political forces, Table 1 indicates that universities more than school systems perceived their influence in collaborative formation; however, this level of perceived pressure is more modest than that identified for internal sources. External educational forces tend to cluster in the middle third of the entire list indicating the modest amount of pressure they were perceived to exert on collaborative formation. Clearly, these sources appear less likely to pressure or encourage collaboration than the purely intra-organization ones; however, there are instances in which "outside" educational leaders do exert significant influence. This is particularly true of organizations like state departments of public instruction that have policy-making responsibilities for school systems and colleges/universities. Indeed, in some states (California and Florida are primary examples) legislation has been enacted that facilitates or mandates collaboration.

To summarize this aspect, pressure for formal collaboration is perceived to emanate more from within the educational institutions, especially from those persons involved in administrative duties or in on-going cooperative activities, than from outside. While various policy-making bodies can do much to encourage collaboration, it appears that forces within school systems and colleges/universities play a much more critical role.

While acknowledging pressures to establish collaboration, the question remains regarding why two institutions actually established a formal collaborative. To address this, the superintendents and presidents were asked, "How influential were each of the following factors in the initiation of a collaborative relationship?" They responded by rating the amount of influence (from "none at all" to "a great deal") each of 15 factors had on their collaborative's formation. Nine of these are "process factors," related to the operation of the collaborative (e.g., "there was a new superintendent");

and six are termed "purposes" or objectives for collaborating (e.g., "the university wanted to improve student preparation"). Table 2 presents information on the purpose-based factors and shows clearly that both partners wanted to improve student preparation. Presumably this represents a mix of improving the preparation of students for college in a specific sense and, more generally, of improving the quality of education in elementary and secondary schools. These may also be interpreted as subsuming the other four factors listed in Table 2. Thus, to the extent that "curricular concerns" represents an intention to improve student preparation by having a more relevant preparatory school curriculum for postsecondary experiences, this item is part of an enhanced student preparation factor. Similarly, the factors "university wanted to increase minority enrollment" and "collaboration provided a way to increase university enrollment" also are related to improving student preparation for postsecondary education. Even the factor "existence of a major problem" could have a relationship to the overall purpose of improving student preparation. On the other hand, tne lower and varied levels of perceived influence from these four more specific factors suggests that they may reflect distinct concerns.

TABLE 2 ABOUT HERE

The finding that almost one-half of superintendents and presidents perceived some or a great deal of influence for beginning a collaboration in order to increase minority enrollments in the university suggests the importance of this factor. One possible scenario, suggested in our site visits, describes the university as feeling pressure from outside forces to increase minority enrollments. University administrators realize that one way to accomplish this is to work cooperatively with an urban school system which

Table 2
AMOUNT OF INFLUENCE FROM PURPOSE-BASED FACTORS ON THE INITIATION OF COLLABORATIVE RELATIONSHIPS BY FACTOR AND RESPONDENT TYPE
(per cent by row)

INFLUENCE FACTORS	RES	AMOUNT OF INFLUENCE[a] None	Little	Moderate	Some	Great Deal	Aver.	TOTAL %	N
University Wanted to Improve Student Preparation	SUP	5	13	8	44	30	5.28	100	61
	PRE	5	9	7	42	37	5.44	100	108
School Wanted to Improve Student Preparation	SUP	2	12	10	43	34	5.57	101	61
	PRE	9	16	10	43	23	4.88	101	103
Curricular Concerns	SUP	33	12	5	41	10	3.62	101	61
	PRE	32	16	10	30	13	3.62	101	103
University Wanted to Increase Minority Enrollment	SUP	37	17	5	27	15	3.48	101	60
	PRE	25	20	9	31	15	3.81	100	104
Provided Way to Increase University Enrollment	SUP	33	21	18	23	5	3.20	100	61
	PRE	29	26	12	27	7	3.31	101	101
Existence of a Major Problem (e.g., Desegregation)	SUP	48	25	3	16	8	2.67	100	61
	PRE	53	14	6	15	12	2.77	100	104

[a]The original coding of the question obtained responses in a seven category, numeric scale with verbal designations for 1 (none at all), 3 (little), 5 (some), and 7 (great deal). In this table, the seven categories have been combined so that 1 = none; 2, 3 = little; 4 = moderate; 5, 6 = some; and, 7 = great deal. The average was calculated using the 1-7 scale.

has large numbers of minority students. The collaboration provides access for recruiting these students, and a means to affect their preparation which may enhance the prospects for their success in higher education.

While only 25% of the respondents pointed to the existence of a major problem as being the reason for collaboration, there are well known examples (such as the Boston Compact) where schools and universities joined together to work on problems and issues resulting from desegregation orders.

We turn next to Table 3 and the process factors. This set of nine factors can be separated into two subsets. The first four factors plus the seventh (which is actually ranked fourth by the presidents) refer to forces within the institutions. The last four factors (excluding the "new president" item) represent forces outside the institutions. The relative rankings reinforce the findings reported in Table 1 with regard to the role of the CEO and past interaction between the two institutions.

TABLE 3 ABOUT HERE

Several respondents at the case study sites noted the significance of a new superintendent or president seizing the window of opportunity to establish collaborative projects. The new executive was depicted as having an extraordinary opportunity to meet his or her counterpart and encounter goodwill and openness to collaboration. Time and again we heard about the difference a new CEO could make in initiating collaboration. This may reflect the confidence and initiative which new leaders bring to a setting and the willingness of his/her counterpart to accept suggestions for new collaborative ventures. Whatever the underlying explanation, it is clear to us that the presence of a new executive represents an important opportunity to establish formal collaboration.

Table 3
AMOUNT OF INFLUENCE FROM PROCESS-BASED FACTORS ON THE INITIATION OF COLLABORATIVE RELATIONSHIPS BY FACTOR AND RESPONDENT TYPE
(per cent by row)

INFLUENCE FACTORS	RES	AMOUNT OF INFLUENCE[a] None	Little	Moderate	Some	Great Deal	TOTAL Aver.	%	N
Superintendent/ President Personally[b]	SUP	10	7	10	32	42	5.47	101	60
	PRE	8	13	5	45	30	5.13	101	101
Past Collaborative Efforts Led to Expanded Efforts	SUP	10	22	12	48	8	4.37	100	60
	PRE	17	13	10	38	22	4.55	100	105
School Approached by University	SUP	25	21	16	23	15	3.72	100	61
	PRE	11	7	8	42	32	5.22	100	106
New Superintendent	SUP	34	8	2	28	28	4.08	100	61
	PRE	56	14	5	16	9	2.59	100	103
Opportunity to get Outside Funding to Support Collaboration	SUP	48	18	10	15	10	2.82	101	61
	PRE	49	17	5	20	10	2.89	101	105
Involvement in a Professional Organization	SUP	57	17	12	12	3	2.37	101	60
	PRE	58	18	5	15	5	2.35	101	103
New President	SUP	67	10	2	10	12	2.35	101	60
	PRE	50	9	6	20	15	3.12	100	104
Support From Corporate Sector	SUP	54	25	5	12	3	2.19	99	59
	PRE	57	21	4	18	-	2.18	100	101
Funding Opportunity Required Collaboration	SUP	59	26	-	10	5	2.12	100	61
	PRE	67	9	5	17	3	2.20	101	102

[a]The original coding of the question obtained responses in a seven category, numeric scale with verbal designations for 1 (none at all), 3 (little), 5 (some), and 7 (great deal). In this table, the seven categories have been combined so that 1 = none; 2, 3 = little; 4 = moderate; 5, 6 = some; and, 7 = great deal. The average was calculated using the 1-7 scale.

[b]Each respondent was asked to assess the amount of influence the person holding his/her position had when the collaborative was initiated.

The high level of influence attributed by respondents to themselves (or to whomever held the CEO position) again indicates the important role which the CEO plays in initiating collaboration. The persons interviewed during the site visits commented frequently about the importance of involvement of their own organization's top executive; they also commented on the importance of personal involvement from the other organization's CEO.

One final comment about the set of internal factors: past cooperative efforts were again identified as fertile ground for new and expanded collaboration. In several of our nine sites, the interviewees had difficulty establishing a precise date for the beginning of formal collaboration. Most traced a fairly long history of cooperation between the organizations, often with projects undergoing transformation to new efforts over the years, prior to establishing a formal collaboration.

The second subset of factors in Table 3 refers to forces outside the organizations. Overall these factors appear less influential than the "inside" factors, but for some organizations they were highly important. More than 25% of the respondents attached some or a great deal of influence to the existence of an opportunity to get outside funding as a reason for the collaborative's formation. Based on data from the site visits, however, the amount of money sought was not overly important. Several interviewees commented that the availability of $5,000 grants led them to cooperate in writing proposals. Some respondents also noted the importance of involvement in a professional organization and the requirement for collaboration imposed by a major funding opportunity. Recent efforts by the National Association of State Universities and Land Grant Colleges, the Council of Chief State School Officers, various foundations and the federal government that encourage or require collaboration seem to be paying off.

While fewer questionnaire respondents attributed pressure from the corporate sector to collaborate, there are instances where such support is critical. As one coordinator of a university/school program stated in an interview, "The involvement of business in our programs and the injection of jobs has strengthened our work." A university president advised, "Get business behind you!" The addition of business partners to the educational collaborative was universally perceived by interviewees as significant and positive. Even if business and industry were not influential in initiating the cooperation, once collaboration begins, their involvement strengthens the partnership. In at least one site, the addition of business/industry partners encouraged the provision of new services to the high school students who were not college bound.

In summary, Tables 2 and 3, as well as the interview data, highlight the importance of the commitment of leaders, a shared concern about student preparation, and an ability to build on past cooperation. Specifically, the personal interest of the leaders at each institution creates, in our opinion, a setting in which schools and universities, building on their past experiences of working together, can create a new structure for their collaboration.

Overall, Tables 2 and 3 present substantial congruence between the perceptions of presidents and superintendents. This parallels the trend found in Table 1, and again suggests the common perspectives that characterize these perceptions. There is, however, greater agreement between respondent types regarding the amount of influence on the purposes for which collaboration was initiated (Table 2) than on the process-based factors (Table 3). Only one of the six items in Table 2 shows a substantial difference between the perceptions of superintendents and presidents. Specifically, the

superintendents attached greater importance than did presidents to the schools wanting to improve student preparation, but both sets of respondents rated this factor relatively high. On the other hand, three of the nine items in Table 3 show substantial differences between the perceptions of the two sets of respondents. Each of these differences probably betrays a slightly biased view regarding the initiation of the collaborative. The presidents viewed the arrival of a new president as more influential to the start of collaboration than did the superintendent; and, predictably, the superintendents viewed the arrival of a new superintendent as more influential than did the presidents. Also, the presidents and the superintendents have different views regarding the influence level of the school district being approached by the university--as we noted above, different views of exactly who approached whom.

Structure of the Collaborative

It is apparent that collaboratives have been formed in response to different pressures and for different purposes. Similarly, and probably as a result of these situations, collaboratives have created unique structures for the development and implementation of programs and activities. Nevertheless, we hypothesized that many collaboratives would have common elements. Five questions were asked in order to explore potential common elements.

The first question asked, "How frequently do you (the CEO) personally meet with the superintendent/president to discuss matters of joint concern?" The responses, summarized in Table 4, indicate that a fairly high percentage

TABLE 4 ABOUT HERE

of the CEOs (36% of the superintendents and 25% of the presidents) meet regularly--about once a month or more frequently. (The differences in these

Table 4

FREQUENCY OF MEETINGS BETWEEN COLLABORATIVE CEOS
BY RESPONDENT TYPE
(per cent by column)

FREQUENCY OF MEETINGS	RESPONDENT TYPE SUP	PRE
More than once a month	15	7
About once a month	21	18
About once a semester	30	38
About once a year	25	23
Less than once a year	5	9
No response	5	5
Total %	101	100
N	61	108

percentages reflect respondents from independent institutions which are not all paired, as noted above.) Nevertheless, these percentages represent frequent meetings of busy chief executives. Including those who meet about once a semester, it is clear that roughly two-thirds of the chief executives maintain regular contact with their counterparts.

While the chief executives meet regularly about collaborative activities, responsibility for coordinating the collaborative relationship is almost always delegated to another person. The second question probed this delegation of responsibility. More than 80% of both respondent types reported that there was a specific person who has responsibility to coordinate collaborative activities; however, only 15% of the collaboratives have individuals assigned on a full time basis. The site visits provided some examples of the variety of arrangements for coordination. In one city, the delegated person was the director of a special project, in another the Dean of the College of Education was the contact person for all collaborative activities with elementary and secondary schools. This responsibility extended to units of the university outside the College of Education. In that same institution, another person was responsible for coordination with the community colleges--a position mandated by the state. Elsewhere, the coordinator was a former school administrator who headed a non-profit organization that formally linked business, higher education and churches with the public schools. As was noted earlier, idiosyncratic arrangements are the norm when it comes to collaborative arrangements. In 73% of the school systems, the coordinator reports to the superintendent, but in only 42% of the universities does this person report to the president.

The third question asked if there were a written agreement which established and codified the collaborative relationship. About one-half of

the respondents (49% of the superintendents and 52% of the presidents) reported having some type of formal, written agreement covering their collaboration. We asked that a copy of the agreement (or a summary) be attached to the returned questionnaire but received only a few of these documents. The extent of detail found in these agreements varies considerably.

The fourth question in this section asked if there were a formal coordinating/steering committee involved in the collaboration. The existence of such a committee was reported by 58% of the superintendents and 44% of the presidents indicating a relatively widespread use of some centralized body which oversees the work of the collaborative. Such committees function in a variety of roles, based on our in-depth interviews. People involved in collaboration also seem generally well aware of the necessity for including representatives from all relevant groups in planning activities, and most especially when university people have had responsibility for planning activities that affect teachers.

The final question elicited information about the ways the chief executive communicated with faculty and staff regarding collaborative activities. Table 5 summarizes the types of communication used to disseminate information about project activities. These data indicate that almost all CEOs are expending efforts to keep their faculty and staff informed about collaborative activities, but with differing formats and frequencies.

TABLE 5 ABOUT HERE

Factors Which Facilitate and Help Maintain Collaboration

A primary objective of this research is to identify factors which facilitate the establishment of a collaborative and help nourish its

Table 5
METHODS USED TO COMMUNICATE COLLABORATIVE ACTIVITIES TO STAFF BY RESPONDENT TYPE
(per cent by column)

METHOD	RESPONDENT TYPE SUP	PRE
Separate newsletter	8	5
Part of existing newsletter	28	21
Memo, as needed	51	56
No official communication	5	9
No response	8	9
Total %	100	100
N	61	108

continuation. In order to identify such forces, each superintendent and president was asked to rate the extent to which fifteen different factors facilitated collaboration. The responses to this question, as reported in Table 6, are similar to responses to an earlier question and again show the importance of internal factors, especially the personal support of the CEOs and their respective staffs.

TABLE 6 ABOUT HERE

The factor having the highest average score for facilitation is the personal interest of the respondent, i.e., the institution's chief executive officer. Eighty-nine per cent of the superintendents and 95% of the

Table 6
EXTENT OF FACILITATION AND HELP TO MAINTAIN COLLABORATIVES
BY FACTOR AND RESPONDENT TYPE
(per cent by row)

FACILITATIVE FACTORS	RES	EXTENT OF FACILITATION[a] None	Little	Moderate	Some	Great Deal	Aver.	TOTAL %	N
Your Own Personal Interest	SUP	3	3	5	37	52	6.03	100	62
	PRE	-	4	2	46	49	6.22	101	105
Supportive Administration & Faculty	SUP	-	5	6	52	37	5.82	100	62
	PRE	-	5	6	41	49	6.09	101	106
Long-Standing Relationships	SUP	8	8	16	50	18	4.90	100	62
	PRE	6	13	6	42	33	5.26	100	107
Interest of Counterpart[b]	SUP	15	16	10	33	26	4.59	100	61
	PRE	6	8	3	50	34	5.48	101	104
Available Resources	SUP	5	26	13	40	16	4.66	100	62
	PRE	7	19	18	41	16	4.62	101	106
Pressure From Within the System	SUP	32	31	14	19	3	3.02	99	62
	PRE	28	19	15	34	4	3.44	100	104
Board of Education/ Board of Regents[c]	SUP	18	29	11	36	6	3.71	100	62
	PRE	43	24	10	19	4	2.71	100	102
State Department of Public Instruction	SUP	48	19	10	14	8	2.73	99	62
	PRE	39	17	10	24	10	3.21	100	100
State Political Leaders	SUP	45	36	3	13	3	2.37	100	62
	PRE	45	28	7	17	4	2.55	101	101
Business Community	SUP	45	34	3	13	5	2.45	100	62
	PRE	50	24	10	15	2	2.38	101	102
Teacher/Faculty Organization	SUP	45	31	9	14	2	2.40	101	58
	PRE	52	25	5	15	3	2.36	100	96
External Professional Organization	SUP	50	31	6	13	-	2.23	100	62
	PRE	51	26	4	16	3	2.39	100	102
Pressure From Outside the Institution	SUP	58	24	5	11	2	2.06	100	62
	PRE	49	24	8	15	4	2.56	100	102

Table 6 (continued)
EXTENT OF FACILITATION AND HELP TO MAINTAIN COLLABORATIVES
BY FACTOR AND RESPONDENT TYPE
(per cent by row)

FACILITATIVE FACTORS	RES	EXTENT OF FACILITATION[a] None	Little	Moderate	Some	Great Deal	Aver.	TOTAL %	N
Local Political Leaders	SUP	58	26	6	10	-	1.92	100	62
	PRE	48	30	7	14	1	2.29	100	100
Local Media	SUP	60	31	3	5	2	1.82	101	62
	PRE	54	36	5	4	1	1.88	100	102

[a]The original coding of the question obtained responses in a seven category numeric scale with verbal designations for 1 (none at all), 3 (little), 5 (some), and 7 (great deal). In this table, the seven categories have been combined so that 1 = none; 2, 3 = little; 4 = moderate; 5, 6 = some; and, 7 = great deal. The average was calculated using the 1-7 scale.

[b]Each respondent was asked to assess the extent to which the interest of their counterpart in collaboration facilitated and maintained the collaborative.

[c]Each respondent was asked to assess the extent of facilitation by their own board.

presidents reported that their personal interest had either a great deal or at least some influence on the collaboration's establishment and maintenance. Further, the respondent identified the interest of his/her counterpart (i.e., the chief executive of the other institution) as also being important to establishing and maintaining the collaborative relationship. It should be noted, however, that there is a substantial difference of opinion on this item. The presidents thought the interest of the superintendents was of more help to the collaborative than the other way around. (Almost one-third of the superintendents said the presidents provided little or no facilitative help to the collaboration.)

The importance of the chief executives to the establishment and maintenance of collaborative activities cannot be overestimated. The personal perceptions of the CEOs were corroborated over and over during the site visits. As one person interviewed put it, "When it comes from the top level, it gets done." In another city, there was a similar comment: "Once the president endorses something, it's amazing how you can take advantage of opportunities." Support from the chief executive can take various forms. On the campus of one private university, the president's advocacy for ties between the university and the community is well known. This president has provided financial support for an institute through which the university provides services to the schools. While this city was being visited, a meeting took place between institute directors and area school superintendents. The university president attended the meeting and took part formally and informally. The president of another university has appointed an advisory committee concerned with K-12 issues such as teacher education, advanced placement and equity; and social concerns such as latch key children and students who grow up in poverty. This committee includes both university

faculty and K-12 educators. On a third campus, the president co-chairs a coordinating committee for collaborative activities with the city school superintendent.

The situation in the schools is equally diverse. One superintendent confers with Deans of Education from several area colleges and universities at regular breakfast meetings. In another city, the superintendent has created an administrative assistant position whose job includes creating relationships with business, government leaders and universities.

The second ranked facilitation factor, with 89% of the superintendents and 90% of the presidents reporting either some or a great deal of facilitation, is a supportive administration and faculty. This item is closely linked to the third-ranked factor, long standing relationships. While working with schools is typical for most College of Education Faculty, it has traditionally been more difficult to secure the involvement of faculty from other disciplines. Nevertheless, we encountered a number of examples of collaborative activities involving Arts and Science faculty during the site visits.

Most often such involvement is between professors and teachers from the same academic discipline. In some cities, alliances of subject area experts (for example, foreign language teachers) are long-standing. University faculty are involved with high school teachers in science and engineering fairs and, in one case, a history fair. Arts and Science faculty who are involved with Master of Arts in Teaching programs also have established relationships with teachers. Faculty with research interests may also contribute to collaborative efforts. In one city, it was noted that there are faculty members "who are internationally known and are committed to working with young people;" they are involved with the K-12 schools as a result. In

several cases, deans have encouraged these faculty by releasing them from other duties to pursue work with schools. All of these points of contact also serve to increase support for other collaborative activities.

One reason for involvement with the public schools was expressed repeatedly. An English professor explained her involvement this way: "My teaching is dependent on the preparation of students. Thus, I nave another motive for becoming involved." And a (non-Education) dean's pitch to his faculty is: "Look, you're complaining about tne level of your students, so start turning things around at earlier levels. This puts my faculty on the spot and gives them a reason to become involved. Slowly, we're co-oping people." Based on these comments, we think the intrinsic connection between pre-college work and college work cannot be stressed too much.

The long-standing relationship factor may focus on individuals as well as institutions. We encountered several instances of personal friendships between school and university officials that facilitated broader collaboration between the institutions. This is obviously not subject to institutionalization and helps explain some of the differences between cities. The individuals mentioned held various positions; the common factor was that they extended themselves to become involved with the schools. One respondent said: "So much started with and depends on personal contacts--be certain to cultivate them and pick people with feet in both camps." The "contact" will often sit in on meetings of principals so he/she will know what's going on. In turn, principals and counselors feel free to call the university directly because of contacts. The first step is to establish rapport. In at least one instance, the person responsible for the collaboration noted that he "felt the pull between protection of turf and reaching out to facilitate cooperative arrangements." One other bit of advice was frequently articulated: "It's

taken time to build up trust. This means going in when you're asked and being willing to do things." A variation on this noted: "The university needs to establish a track record with the schools. Teachers and administrators need to feel that we're a trusted partner. Without this, don't expect to get anywhere."

The relatively high ranking received by the factor "available resources" seems to indicate that collaboration is definitely an add-on activity for most institutions. On the other hand, it is clear from data discussed above that the partners will respond when resources are provided, meager though they appear to be in most cases. There is no doubt that "money talks" when trying to get partners to work together. As one university vice-president stated, "When the public school provided funds to support staff programs, it demonstrated to us that the school system was serious." While most site respondents were not as direct in attributing motivation to their partners in terms of resources committed, financial support was interpreted as a vital sign of commitment. Words and deeds were important, but money was the bottom line.

Due to an oversight in the design of the questionnaires, only university respondents were asked to indicate the sources of funding for collaborative activities. Table 7 shows that university funds top the list while school funding is a close second. The state is also listed as a source of funding by more than 50% of the respondents. Foundation, federal, and business and industry sources have apparently supported collaborative projects to lesser extents. It is likely that school system respondents would have had somewhat different perceptions regarding funding.

The resources question also raises the issue of reward structure for the participants. For school personnel, the rewards frequently flow from an

Table 7
SOURCE OF FUNDS FOR COLLABORATIVE ACTIVITIES
FROM UNIVERSITY RESPONDENTS
(entries are per cent saying "yes")

SOURCE	%[a]
University	94
School District	82
State	69
Private Foundations	42
Federal	40
Business/Industry	33

[a]Multiple responses provided

intense desire for personal professional development, an opportunity to capitalize on the prestige of being involved in a project with university faculty, and a commitment to doing anything and everything possible to improve educational opportunities for K-12 pupils. The rewards issue takes on a sharper focus with university faculty where the complaint has been that service to collaborative activities is not rewarded as highly as research and teaching--if at all. One common approach has been to provide summer salary support for university faculty who become involved in collaborative activities. Another possible reward is the potential for involvement in funded projects--an activity that is highly valued on almost all campuses. But the issue is more complex than finding ways to pay faculty for service. In one university, a faculty member stated, "There is no need to change the reward structure. It would be foolish to separate research from this (collaborative) activity." This person's department rewarded faculty who participated and wrote about it. In another department in the same university, a faculty member reported that a paper had been turned down by his

professional organization, that no other colleagues were interested in participating, and that there was a general lack of support for collaborative activities in his college. In this case, the supportive department was in the College of Arts and Science and the non-supportive department was in the College of Education. The issue of rewards may be idiosyncratic to departments, colleges, or even institutions.

Given the comments above referring to the connectedness of K-12 and postsecondary education, we think it is a mistake to focus exclusively on the need to compensate faculty monetarily for all collaborative activities. It seems more productive in the long run to appeal to a "higher" motive--the improvement of the academic preparation of young people.

Confirming responses given to an earlier question, neither the superintendents nor the presidents reported that external factors such as the media, the business community, state/local political leaders, and other outside organizations had as much impact on facilitating collaboration as did internal factors. Well over half of the superintendents and presidents reported little or no impact from these groups on collaboration. Even teacher and faculty organizations (as distinct from individual faculty members) were perceived as not being much of a facilitating factor in initiating and maintaining collaboration. One might have expected these groups, who presumably have a stake in the outcomes of successful collaboration (e.g., better coordination of efforts, improvements in education and protection of turf), to take a more active interest in partnership activities of schools and universities.

It should be noted that, during the site visits, we encountered two instances where teacher unions gave explicit "blessings" to collaborative programs and one where a union impaired such efforts. We suspect that

collaborative activities may still be too new and too restricted to certain areas of the educational enterprise to attract much attention from unions; however, unions are in a critical position to affect their success. In those instances where teachers stand to gain personally and professionally, we would expect their support.

An interesting response from university presidents as shown in Table 6 is the lack of help perceived to be coming from their Boards of Regents. Regents are rated a full point lower than Boards of Education on this question of facilitating collaboration. Also noteworthy is the apparent absence of "pressure" reported as a facilitating factor from the business sector, local political leaders, and the local media, especially in light of the numerous national reports advocating partnerships and urging the involvement of outside forces. These responses may signal an unfortunate neglect of the need to involve these forces in collaborative relationships or the non-interest of outside agencies in collaboration.

The site visits provided additional insights on what facilitates collaboration. Most frequently mentioned as the best facilitator was recognition that <u>both</u> institutions gain from collaborative efforts. This is an important notion since, at least on the surface, most collaboration is viewed as universities providing help to struggling urban schools. One school person noted, however: "It's not a one-way street. They learn as well as we. However, if universities aren't open to us, this will be a tragic loss for us and our students as well as society." An off-shoot is "more respect" for the schools. Another school person commented: "The university gets good mileage out of relationships with schools. It's a relatively easy and 'low-cost' investment for them. I often wonder why more universities aren't doing it." Urban schools are looking for help. As one university person

said, "It's a hunger for help; I've seldom seen people so open. I've found a new spirit of cooperation recently. We've been able to do many things together." In another city, note was made of the "hospitality" of the school district. And in a third setting, a school person commented: "When schools develop a philosophy that "outsiders" can come in, it starts to mushroom."

What the university typically brings to the schools is additional expertise and insights to help solve extremely difficult problems. In some places, university people help develop and maintain magnet programs, perhaps to the extent that they are "seen as one of the regulars." In others, the university collaboration "makes us aware of grant opportunities and helps prepare grants. Applying with the backing of a college president helps." One superintendent encouraged collaboration because of the value of being linked to the university's name and because schools are looked upon as progressive when they have ties to the university. In general, "University relationships get things done." Indicative of the prestige factor was a comment made by several school officials that they "felt good about being treated for lunch" by the Chancellor.

What helps a university to extend itself varies from state to state and from institution to institution. In one state, service to schools is mandated by state law and significant resources are provided to the schools to purchase consulting services from university faculty. Teacher and principal preparation has become a joint function of the university and school districts, with the effect of further institutionalizing collaboration. In this state, also, there is mandated cooperation and articulation of needs between universities and community colleges that extends (informally) to secondary schools as well. The existence of an "articulation officer" provides a formal link between the university and other educational

institutions. The extraordinary amount of state involvement in the day-to-day operations of public institutions has reduced many logistical barriers to collaboration such as dissimilar calendars.

Some universities have historically had a strong service mandate. This is particularly the case of those that are located in urban areas. Comments such as the following from faculty and administrators are typical:

> "There is a tremendous amount of community involvement in this university. People feel as if it's open to them. Faculty also try to be helpful. It all makes a difference."
>
> "Faculty believe in service. The Dean has developed a formula for promotion purposes that rewards service. That means that faculty are not punished and are willing to go that extra step."
>
> "Since (this institution's) beginning, the emphasis has been on teaching and service although now there is more emphasis on research."

In at least one city that was visited, collaboration is institutionalized in a free standing partnership of business, education and religious organizations. As one interviewee noted, "Private business collaboration with government (in this city) goes back many, many years. When you have tradition on your side it sure helps." In most cities visited, however, the push for collaboration beyond a narrow set of institutions rested with the efforts of individuals reaching out to businesses and other community sectors rather than these institutions clamoring for collaborative involvement.

Other facilitating factors were also mentioned during site visits. Patience is likely to be required within the university. Faculty and administrators noted the frustrations they feel. One person put it very simply: "Plug away, plug away, plug away." In another instance, the need for persistence was cited: "The university was hounded to cooperate with schools by one person. She won't take no for an answer. While it took time, she ultimately convinced enough people, and it became much easier from there."

Once some momentum has been generated, however, collaboration tends to feed on itself. One participant noted: "The university loves PR. They really have needed good notices in recent years. Here, the schools get a lot of press so we've become important to them. As a result, we're always invited to do things at conferences. Now, the Wall Street Journal is including us in an article." One potentially inherent danger was stated by an interviewee: "It's become 'fashionable' for universities to extend themselves to schools. I sometimes wonder how deep their commitment is. Only time will tell." The task then is to make collaboration more than a fad or a device to get attention or money.

It appears that the interest of the presidents/superintendents, a supportive administration and faculty, and a history of working together are the most critical facilitating factors in sustaining, as well as in starting school/university partnerships.

Factors Which Inhibit Collaboration

Eleven factors which have been barriers to collaboration were identified in previous studies. (See Appendix G for more information about barriers to collaboration.) The superintendents and presidents were asked to assess the degree to which these hindered their collaborative efforts. ("Based on your experiences, how influential has each of the following factors been in hindering the collaborative effort?") The responses, reported in Table 8, indicate that only five of the factors were specified by more than 25% of the superintendents and presidents as hindering collaboration to "some" extent or "a great deal." Indeed, the "great deal" category received only a very modest number of responses for any factor.

Table 8
AMOUNT OF INFLUENCE FROM FACTORS WHICH HINDER
COLLABORATIVE EFFORTS BY FACTOR AND RESPONDENT TYPE
(per cent by row)

FACTORS HINDERING COLLABORATION	RES	AMOUNT OF INFLUENCE[a] None	Little	Moderate	Some	Great Deal	Aver.	TOTAL %	N
Absence of Resources	SUP	16	23	12	42	7	4.00	100	57
	PRE	8	23	11	47	10	4.41	99	106
Absence of Rewards for Teachers/Faculty	SUP	16	32	12	25	14	3.80	99	56
	PRE	16	21	9	40	14	4.16	100	107
Lack of Financial Support Outside of Organization	SUP	25	32	7	28	9	3.33	101	57
	PRE	22	30	10	30	7	3.51	99	105
Lack of Financial Support From Within Organization	SUP	19	47	5	21	7	3.19	99	57
	PRE	23	33	14	26	4	3.29	100	106
Absence of Financial Support From University/School[b]	SUP	19	46	9	21	5	3.12	100	57
	PRE	26	34	15	19	7	3.20	101	106
Absence of University Faculty Support	SUP	34	47	2	14	2	2.40	99	55
	PRE	36	41	8	13	3	2.63	101	106
Absence of School Faculty Support	SUP	40	46	4	11	-	2.14	101	55
	PRE	36	45	8	11	1	2.43	101	104
Lack of Access to Technical Assistance/ Support From Other Collaboratives	SUP	54	30	9	5	2	2.00	100	56
	PRE	67	18	6	9	-	1.82	100	103
Absence of Public School Administrative Support	SUP	63	30	4	4	-	1.63	101	57
	PRE	50	30	10	9	3	2.26	102	105
Absence of University Administrative Support	SUP	54	32	5	7	2	1.98	100	57
	PRE	58	28	6	7	2	1.94	101	106
Collective Bargaining Agreements	SUP	61	21	4	12	2	1.98	100	57
	PRE	69	16	8	7	1	1.78	101	103

[a]The original coding of the question obtained responses in a seven category, numeric scale with verbal designations for 1 (none at all), 3 (little), 5 (some), and 7 (great deal). In this table, the seven categories have been combined so that 1 = none; 2, 3 = little; 4 = moderate; 5, 6 = some; and, 7 = great deal.

[b]Superintendents were asked to rate the universities and presidents were asked to rate the school.

As might be expected, financial factors top the list of barriers inhibiting collaboration. Specifically, the perceived absence of resources as well as rewards for teachers and faculty involved in collaboration, and the lack of other more general financial support were the most frequently identified factors. The rest of the items were cited as more than moderate barriers in only a few instances. These overall results are somewhat surprising, based on previous studies reported in the literature. Even the level of hindrance cited for financial factors was lower than expected; however, in the interviews conducted during the site visits, the lack of resources was a constant theme.

One way of interpreting this discrepancy is to note that very few people in charge of collaborative programs will ever have enough resources to do everything they would like. Collaboration is generally an enterprise without boundaries; there is always more to do. Also, it is an activity that is difficult to explain. It is not something which inherently generates public enthusiasm and support. But the lack of resources does not cause collaborative activities to dry up. Indeed, one reason for collaboration is precisely to search for new resources to accomplish certain tasks.

The site visits pointed to additional factors which can inhibit collaboration. Logistical problems such as the lack of a common calendar or the difficulty of getting students from one location to another were mentioned. Problems may arise because collaborative work is "added on" to other responsibilities--a variant of the resources problem. And, as one dean noted, "A serious barrier is the single minded pursuit of self-interest. Too many relationships are one-sided with a partner seeking only what will benefit it. In a true collaboration, the organizations need to focus on corporate goals."

A key inhibiting factor can be difficulties involving communication. One university faculty member commented that, "The biggest obstacle is communication because of the size of the school district. Even though our mutual communication between one another is as good as anyone's in the world, it still tends to get lost in an organization as big as the (city) public schools." A school person identified the problem as "getting through red tape; getting things approved. Too many things require Board review and Board approval requires extra paperwork." Sometimes the communication problem flows from stereotypes. The belief that the other side is not fully participating from a resource perspective may adversely affect the collaborative. As one school administrator reported, "The university has a lot of resources which are not 100% utilized, yet they are so protective of everything. I don't want their resources, I'd only like to see them use it better." At another site, a university representative reported that "schools have not adequately identified their needs so we are not able to pick and choose those areas we can best serve. We're not able to do everything so we must focus our attention. If they would only do the same." And, almost predictably, a school official reported, " . . . we don't know what the universities have available. How can we utilize resources when we don't know what they have?"

Current Status of Collaboration

Having examined the origins and structure of collaboratives as well as the factors facilitating and hindering these partnerships, we focus next on current goals and objectives and the CEOs' assessments of the accomplishment of the goals, that is, what the partnerships are trying to accomplish and how well they are doing. This section expands on the "purpose-based factors" that

influenced the initiation of collaboratives (Cf. Table 2) and ties in the notion of goal achievement.

Goals and Objectives. In order to identify the objectives of collaboration, we asked respondents, from a list of 21 identified in the literature to indicate primary and secondary objectives they believed characterized their relationships. ("Identify each of the following as either a (1) primary objective, (2) secondary objective, (3) potential objective, or (4) not an objective for the collaborative relationship.") Table 9 lists these objectives and the percentage of respondents selecting each as either a primary or secondary goal for the collaborative. As the results demonstrate,

TABLE 9 ABOUT HERE

there is substantial overall agreement between the superintendents and presidents regarding the main objectives of institutional collaboration. More than three out of four respondents from both groups indicated that providing services to public schools, promoting professional relationships between the university and school district staffs, providing staff development programs for teachers, and improving the preparation of high school graduates are primary or secondary objectives for collaborative activities. Superintendents and presidents are also striving for curriculum modification and improvement, an objective that is related to the top four objectives. To a great extent, collaboration is seen as an approach that can draw together teachers and professors from the same discipline. At the other end of the list, fewer than one in four respondents from either group selected responding to pressures or putting remediation back in the secondary schools as important objectives.

Table 9

OBJECTIVES FOR COLLABORATION BY RESPONDENT TYPE
(entries are per cent respondents)

OBJECTIVES[a]	SUPERINTENDENTS	PRESIDENTS
Provide Services to Schools	87 %	99 %
Promote Professional Relationships Between Staff	90	86
Provide Teacher Development Programs	87	82
Improve Preparation of High School Graduates	74	82
Improve School or University/Community Relations	54	85
Increase Awareness of School Concerns by University Faculty	63	70
Build Better Understanding of School Issues	54	69
Curricular Modification and Improvement	76	69
Update Pre-Service Teacher Programs	77	61
Give Students Opportunity to Take University Courses	52	61
Increase Minority/Disadvantaged Students at University	51	57
Stimulate Research	36	52
Create Awareness University Expectations	38	49
Improve "At Risk" Student Access to University	46	48
Increase "At Risk" Retention in Schools	43	47
Improve University Retention Rates	36	47
Develop Base for External Funds	21	34
Improve University Admission Process	28	26
Avoid Course Duplication	36	20
Respond to Pressures	21	19
Put Remediation in Schools	16	15

[a]Entries are per cent indicating objective is a primary or secondary objective.

The other objectives are arrayed between these two extremes. (A more complete presentation of these data is found in Appendix H.)

One important concern in the literature and among participants was the possibility of differing objectives characterizing the two partners in the collaboration. Using a discrepancy of 15 percentage points to indicate a moderate difference between universities and school districts regarding objectives reveals the following:

- the universities view collaboration as a means to improve school/community relations more so than do schools;
- while over two-thirds of university presidents see collaboration as a means to get a better understanding of public school issues, this is not perceived as an objective to that degree among superintendents;
- universities view collaboration as a means to stimulate research more than do the schools; and
- the school districts, more often than the universities, see collaboration as a way to avoid duplication of courses.

The item with the greatest discrepancy between groups of respondents is the objective of improving school or university relations with the community. In fact, this item is ranked third highest by the university presidents, but ninth highest by superintendents. It is clear that collaboration can have significant PR value, but this value is not equally important to schools and to universities. When a university uses its expertise and resources to help urban schools, it is meeting community expectations and university presidents seem to understand this dimension instinctively. When a school utilizes university expertise, however, this may indicate weakness and superintendents seem to understand this possibility.

The objective "update pre-service teacher programs" also presents an interesting response pattern. This item is ranked third by the superintendents but seventh by the presidents. A possible inference is that

superintendents, more so than the presidents, think teacher education needs improving and that one way of accomplishing this is through greater collaboration.

Overall, the university presidents reported more primary and secondary objectives than did the superintendents. These differences would not seem to be a major impediment to a collaborative's organization nor its activities; rather, these differences seem to indicate some variation in goals among participants.

Accomplishments of Collaboration. Respondents were also asked to indicate the extent to which each of the objectives had been met. Figure 5 (presidents' responses) and Figure 6 (superintendents' responses) give a visual representation of the number of respondents who rated each objective as primary or secondary and the degree to which the objective was perceived as being achieved. Ten of the 21 objectives were rated as being substantially

FIGURES 5 AND 6 ABOUT HERE

achieved by at least 50% of the presidents who had selected them (Figure 5). Eight of these ten are in the top half of the ranking where at least 50% of the respondents said they were primary or secondary objectives of their collaborative. Only objectives "improve preparation of high school graduates" and "curricular modification and improvement" from this top half were not perceived as being substantially met. To some extent, the eight can be considered "easy" objectives--the very fact that there is a collaborative program should result in service to the schools, better professional relationships between staff, improved university/community relations, etc. The other two are more difficult objectives in that they presume some impact on the K-12 pupils or at least some impact on the schools' curricula. In

FIGURE 5
COLLABORATION OBJECTIVES & ACHIEVEMENTS
PRESIDENTS

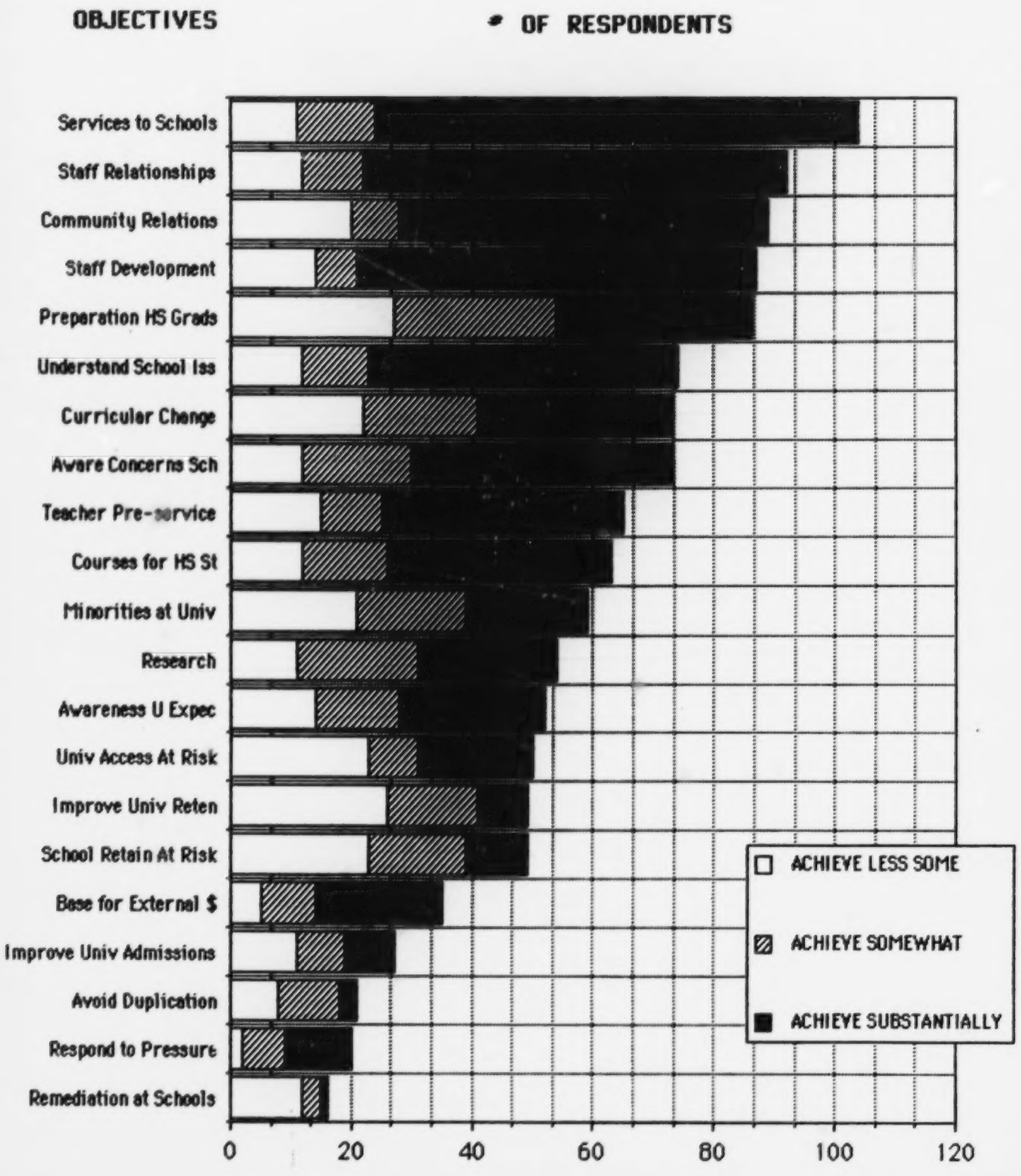
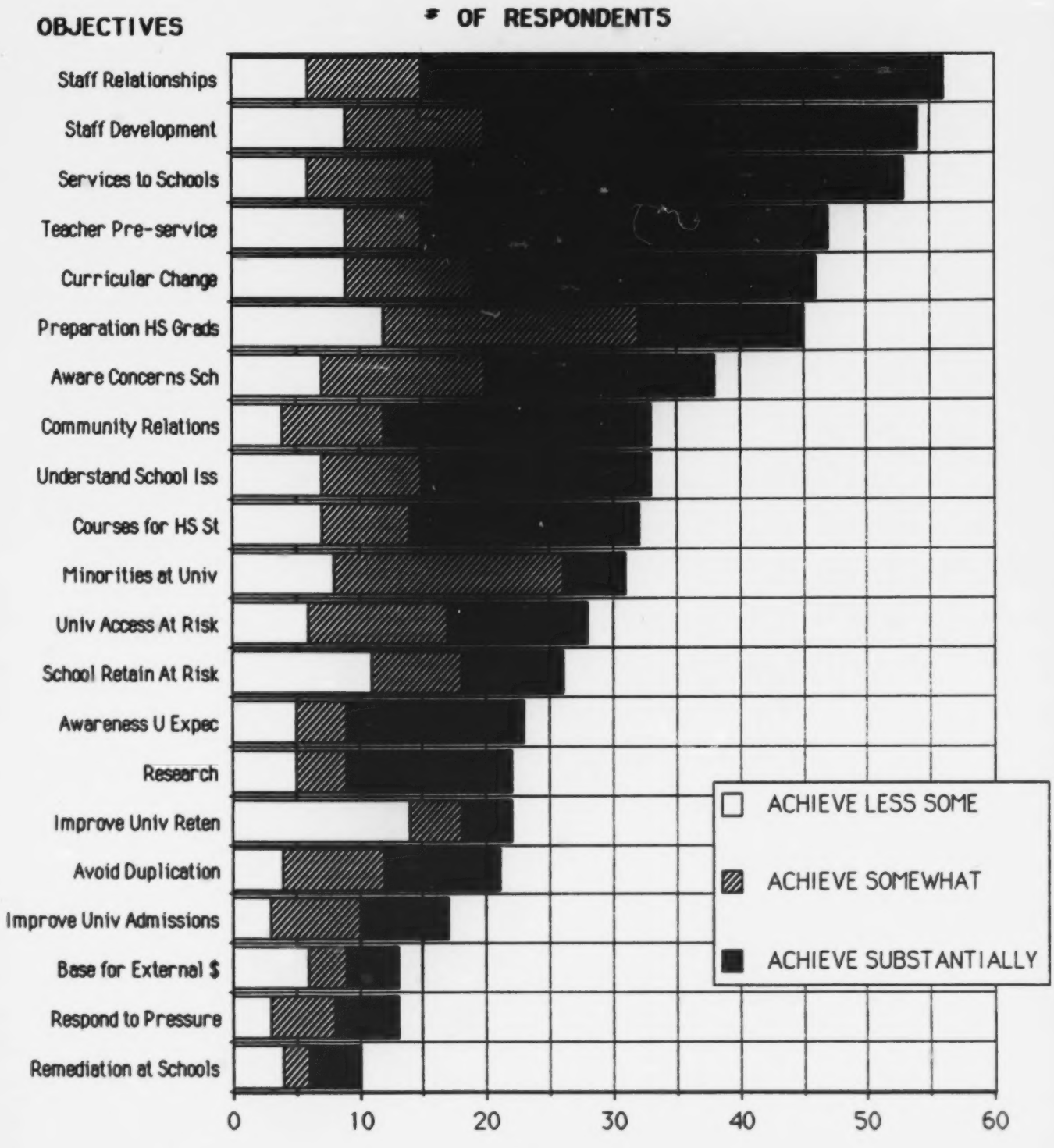


FIGURE 6
COLLABORATION OBJECTIVES & ACHIEVEMENTS
SUPERINTENDENTS



fact, it is surprising that more than one-third of the presidents felt that each of the two more "difficult" collaborative objectives was substantially achieved. It is interesting that the bottom half of the objectives list contains most of the "difficult" objectives. These were mentioned as primary or secondary objectives of the collaborative by fewer than half of the respondents. Understandably most of these items have not been achieved to a great extent. Only two of the total list of 21 objectives ("put remediation back in the secondary schools" and "improve university retention rates") were viewed by more than half of those selecting them as objectives as not having been achieved to at least "some" degree.

The responses of the superintendents were similar. Again, ten of the 21 objectives were rated by at least 50% of the superintendents (Figure 6) as being substantially achieved. These 10 include eight of the first 10 in the ranking. Only the objectives "improve preparation of high school graduates" and "increase awareness of school concerns by university faculty" were not perceived as being substantially met by at least 50% of the respondents who had said they were primary or secondary objectives of the collaborative. Only one of the objectives was viewed by more than half of its respondents as not having been achieved to at least some degree. In this case the superintendents concurred with the presidents on this relatively unachieved objective "improve university retention rates."

Looking at both figures simultaneously, the presidents appear to be less certain that curricular improvements have been made, that research has been stimulated and that awareness of university expectations has been increased. On the other hand, superintendents appear to be less convinced that the university faculty have achieved an increased awareness of school concerns, that a base for extramural funds has been developed and that responses to

various forms of pressure have occurred. Again, one senses the two perspectives that are maintained by the different partners regarding the collaborative. Overall, the presidents and superintendents believe that the collaboratives have been fairly successful in achieving the goals set out for the partnership activities. Given the general lack of evaluative data about collaboratives, one is left to wonder whether these CEOs are taking a critical enough view of the accomplishments of collaborative programs.

Another way of looking at the issue of collaborative objectives was addressed by a question regarding "Who benefits from collaboration." ("To what extent has each of the following groups received assistance or service from the current collaborative activities?") Table 10 shows that school personnel (teachers, principals, counselors, etc.) are perceived as having benefited from the collaboration to a much greater extent than have their university counterparts. Further, professional school personnel are perceived by superintendents to benefit more than pre-collegiate students. This is as expected since the benefits to students often come secondarily through the efforts of their principals, teachers and counselors. It should be noted, however, that the superintendents rank "minority/disadvantaged/at risk students" eighth in the list of who benefits (out of the 12 groups); the presidents rank them significantly higher. The responses to this item seem to confirm an earlier suspicion, that the collaboratives have not yet developed joint responsibility for some of the more difficult problems facing the schools.

Table 10
EXTENT OF BENEFITS FROM COLLABORATION
BY GROUP AND RESPONDENT TYPE
(per cent by row)

GROUP RECEIVING BENEFITS	RES	EXTENT OF BENEFITS[a] None	Little	Moderate	Some	Great Deal	Aver.	TOTAL %	N
	SUP	2	18	9	47	24	5.07	100	55
Teachers	PRE	3	9	10	42	36	5.53	100	105
	SUP	2	22	22	40	14	4.62	100	55
Principals	PRE	2	15	15	48	21	5.03	101	103
School	SUP	6	16	18	44	16	4.71	100	55
Counselors	PRE	13	18	15	40	15	4.32	101	103
Pre-Collegiate	SUP	7	20	16	44	13	4.49	100	55
Students	PRE	8	14	12	38	29	4.98	101	104
School	SUP	6	15	18	52	9	4.57	100	54
Staff	PRE	8	21	18	37	16	4.50	100	103
	SUP	13	13	22	38	14	4.42	100	55
Superintendents	PRE	8	24	12	42	15	4.43	101	102
Minority/Disad-									
vantaged "At Risk"	SUP	14	27	14	34	9	3.87	98	55
Students	PRE	6	25	15	28	26	4.64	100	104
University	SUP	8	30	26	32	4	3.87	100	53
Faculty	PRE	8	20	16	39	17	4.56	100	105
University	SUP	9	24	15	45	6	4.11	99	53
Administrators	PRE	16	29	16	28	12	3.86	101	103
University	SUP	21	33	10	35	2	3.35	101	52
Students	PRE	24	26	6	25	19	3.74	100	104
University	SUP	30	28	13	19	9	3.23	99	53
Admissions Officials	PRE	31	33	11	19	6	2.95	100	103
Parents School	SUP	37	26	10	22	6	2.94	101	51
Children	Pre	25	35	14	21	5	3.16	100	100

[a]The original coding of the question obtained responses in a seven category, numeric scale with verbal designations for 1 (none at all), 3 (little), 5 (some), and 7 (great deal). In this table, the seven categories have been combined so that 1 = none; 2, 3 = little; 4 = moderate; 5, 6 = some; and, 7 = great deal. The average was calculated using the 1-7 scale.

Respondents' Recommendations for Establishing Collaboratives. Finally, the presidents and superintendents were asked to offer their advice to other universities and school systems which are interested in initiating a collaborative relationship. Their responses can be summarized in six general categories, arranged according to frequency:

-Roles and Relationships

-Goals and Objectives

-Budgeting/Finance

-Time Factors

-Rewards for Faculty and Staff

-Use of Models

Roles and Relationships. As might be expected, presidents and superintendents listed a number of recommendations concerning important relationship issues and the roles participants should consider when universities and school districts begin discussing how they can work together:

- encourage voluntary participation of university faculty and school personnel; involve only those who want to participate and want to see collaboration;
- arrange for early interaction between university faculty and school personnel;
- involve both parties in all aspects of the collaboration efforts including the planning, implementation, and evaluation activities;
- make sure both parties understand their specific roles and responsibilities and that they support the efforts being made;
- enlist the help of interested, capable, and appropriate personnel to provide needed services;
- sustain efforts through broad involvement of personnel at all levels.

Regarding the roles and relationships of administrators, respondents stated that

- collaborative activities should include the direct involvement and participation of the university president, school superintendent, and other top level administrators;
- administrators should understand that their involvement is necessary to establish successful collaborative programs and that they should provide the required leadership and support for those programs;
- top-level administrators from both institutions should work closely with both university faculty and school personnel; and
- faculty and school personnel should know that senior-level administrators are involved in the collaborative activities.

Recommendations were also offered involving the establishment of steering or advisory committees:

- an advisory committee should be established in order to provide feedback based on the goals, objectives, and needs of the collaborative;
- an administrative council should be created to help sustain long-term collaboration;
- the advisory committee and/or administrative council should solicit the support of the School Board and establish relationships between the Board, principals, teachers, faculty, and university administrators; and
- a community advisory committee should be established that would involve diverse community organizations (both public and private).

Other recommendations were made regarding roles and relationships in general:

- be prepared to support a full-time position to deal with multiple differences between systems;
- obtain additional secretarial support;
- focus collaborative efforts on school teachers as well as students;
- discuss plans with the State Department of Education; and
- discuss and develop sound state and local policies which encourage participation.

Both presidents and superintendents agreed that it is essential to have commitment from both parties, that communication must occur between individuals at all levels, and that a "win-win" relationship must be developed in order to establish a successful collaborative relationship.

Goals and Objectives. Both universities and school districts agree that university faculty and school personnel should be equally represented and actively involved in establishing mutually agreed upon goals and objectives. Further, several recommendations were offered which should be considered when goals and objectives of the collaborative are being discussed:

- define the needs and problems of both the university and the school district;
- identify priorities;
- work together in developing clear, measurable goals and objectives based on needs assessment (both specific and general); and
- develop written agreements that outline the expectations of both the university and the school system in attaining the established goals and objectives.

Budgeting/Finance. As expected, both the presidents and the superintendents agreed that adequate financing and allocating funds appropriately are essential to ensuring the establishment of successful collaborative relationships. More specifically, the presidents and superintendents recommended that

- the financial responsibilities of both the university and the school system should be determined;
- the organizations determine human resource needs before beginning activities and programs;
- the partners identify facilities that will be utilized and the cost associated with their use; and
- each organization search for funding sources and try to identify appropriate on-going funds.

Time Factors. There is no doubt that collaboration requires a lot of time and attention. It should be recognized that much of the time is an add-on to the schedules of already busy leaders and staff. In considering the time factor,

- allow adequate time to be spent for collaborative efforts;
- make a long-term commitment to the collaborative relationship;
- discuss and possibly develop time tables outlining the tentative dates to plan, implement, and/or evaluate programs and activities; and
- if deadlines are established, insist that they be met.

Rewards for Faculty and Staff. Many of the respondents agreed that there should be some sort of reward for the individuals who participate in collaborative efforts. Such rewards seem to be either in the form of release time or financial compensation. University faculty, especially, need to view their participation within the framework of the research, teaching, and service elements which are the traditional criteria for faculty rewards.

Use of Models. Both presidents and superintendents frequently mentioned that it would be useful to review existing information which describes collaboration and that it would be beneficial to contact existing collaboratives in order to seek their advice.

Summary and Implications

Questionnaire responses from 68 school superintendents and 128 university presidents, as well as site visits to nine cities, provided the data for this study of school-university collaboration. Our approach provides a unique look at partnerships that goes beyond the typical case study of a single program.

Formal school-university collaboration involving the top administrative levels of both institutions is a phenomenon of the 1980s, spurred by the many reports that have been critical of the public schools and by the support of foundations, professional organizations and public agencies. Our findings indicate that there is no one formula for collaboration--the objectives and structures are highly idiosyncratic--although specific obstacles are likely to appear and specific common factors are likely to contribute to successful programs. While a wide variety of significant projects have been, and are being, pursued, most collaboratives have not yet reached the stage where the cooperating institutions can claim that they are trying to tackle some of the more serious problems facing education.

Objectives for collaboration run the gamut from the general purpose of improving students' academic preparation to such specifics as improving university admission processes or updating pre-service teacher education programs. A few collaboratives have been formed in response to specific major problems facing the schools, and some have been directed at increasing the number of minority students who will attend college and be successful through graduation. In general, it seems that most programs are directly targeted at the professional development of school personnel--teachers, counselors and principals--who deliver services to students. The ultimate goal appears to be to improve the school curriculum and, thus, the achievement of students.

The structures of collaboratives are similarly distinctive. Most have designated coordinators, although only a small number have individuals who have this as a full-time responsibility; about half have committees who are charged with coordination; about half have written agreements. Most of the chief executives of the cooperating institutions meet together regularly, if

not frequently. The structure of a collaborative, like its objectives seems to be tailored to the unique needs of the cooperating organizations.

The attention of the chief executive officers to cooperative programs and activities was perceived by virtually all respondents as a sine qua non if a collaborative is to become firmly established and prosper. Further, the responses pointed to a vast reservoir of long-standing relationships between the institutions (or individuals in the institutions) that forms the basis for formal collaboration and support for additional activities. These two findings seem to indicate that collaboration with a university is possible in virtually every urban center and that every urban superintendent should be meeting regularly with university presidents to coordinate efforts for improving educational opportunities for young people. The respondents indicated that a strong relationship at the top will facilitate communication between personnel at all levels and will demonstrate a commitment by both institutions to work together on mutually agreed upon goals and objectives, based on the needs of both partners.

While the responses of superintendents and presidents to questionnaire items were generally congruent, there were enough differences in perceptions to corroborate the need to address the communication issue directly. School and university professionals have different needs, feel different pressures and may initially have different reasons for collaborating. Keeping lines of communication open will require persistence and patience.

Another potential obstacle is the lack of resources needed to support collaborative activities. Although this obstacle affects both partners, the problem may be perceived by university faculty as particularly serious because of the lack of rewards typically accorded service activities by universities. Our data indicate, however, that small incentives may have large pay-offs and

that appealing to common professional interest and the intrinsic connection between pre-college work and university work may be enough to encourage participation in collaborative activities.

Most of the impetus for collaborative programs comes from within the institutions, usually from faculty and staff who have experience with and commitment to cooperative activities. At the same time, the data suggest that policy-making bodies such as school boards, boards of regents and state agencies have neither substantially encouraged nor supported collaborative relationships. This is not to suggest that more mandates are needed; rather, these agencies may be able to provide simple, but powerful incentives for the initiation and maintenance of collaborative relationships.

We maintain the suspicion that collaborative activities still operate at the edges of educational programs. There seems to be a presumption that "something good is taking place" just because a collaborative exists. Although we have no specific data, there appears to be little use of program evaluation for formative purposes or to determine the outcomes of collaborative programs. Of course, the formation and maintenance of a collaborative is a significant achievement, and both universities and school districts have received deserved recognition and praise just for establishing these partnerships. However, the time to move beyond this stage has come. There is a need to address, together, some of the more perplexing problems facing education and for schools and universities to accept joint responsibility for the outcomes.

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APPENDICES

APPENDIX A
THE 103 SCHOOL DISTRICTS SENT QUESTIONNAIRES
BY STATE

SCHOOL DISTRICT	CITY	STATE
Anchorage School District	Anchorage	AK
Mobile County Public School System	Mobile	AL
Jefferson County Schools	Birmingham	AL
Birmingham City School District	Birmingham	AL
Montgomery County Board of Education	Montgomery	AL
Tucson Unified School District	Tucson	AZ
Mesa Unified School District	Mesa	AZ
Phoenix Union High School District	Phoenix	AZ
Los Angeles Unified School District	Los Angeles	CA
San Diego City Schools	San Diego	CA
San Francisco Unified Schools	San Francisco	CA
Long Beach Unified School District	Long Beach	CA
Fresno Unified Schools	Fresno	CA
Oakland Unified School District	Oakland	CA
San Juan Unified Schools	Carmichael	CA
Sacramento City Unified Schools	Sacramento	CA
Jefferson County Public Schools	Lakewood	CO
Denver Public Schools	Denver	CO
District of Columbia Public Schools	Washington	DC
Dade County Schools	Miami	FL
Broward County Schools	Ft Lauderdale	FL
Hillsborough County Public Schools	Tampa	FL
Duval County Schools	Jacksonville	FL
School Board of Pinellas County	Clearwater	FL
Orange County Public Schools	Orlando	FL
School Board of Palm Beach County	West Palm Beach	FL
Polk County Schools	Bartow	FL
Brevard County Schools	Rockledge	FL
School District of Escambia County	Pensacola	FL
DeKalb County School District	Decatur	GA
Atlanta Public Schools	Atlanta	GA
Cobb County Schools	Marietta	GA
Gwinnett County Schools	Lawrenceville	GA
Fulton County Schools	Atlanta	GA
Richmond County Board of Education	Augusta	GA
Honolulu District Schools	Honolulu	HI
Chicago Board of Education	Chicago	IL
Indianapolis Public Schools	Indianapolis	IN
Wichita Unified School District 259	Wichita	KS
Jefferson County Public Schools	Louisville	KY
New Orleans Public Schools	New Orleans	LA
Jefferson Parish Public School System	Harvey	LA
East Baton Rouge Parish Schools	Baton Rouge	LA
Caddo Parish School Board	Shreveport	LA
Boston Public Schools	Boston	MA
Baltimore City Public Schools	Baltimore	MD
Prince George's County Public Schools	Upper Marlboro	MD
Montgomery County Public Schools	Rockville	MD
Baltimore County Public Schools	Towson	MD

SCHOOL DISTRICT	CITY	STATE
Anne Arundel County Public School System	Annapolis	MD
Detroit City Schools	Detroit	MI
Minneapolis Public Schools	Minneapolis	MN
St. Paul Public Schools	St. Paul	MN
St. Louis City Schools	St. Louis	MO
School District of Kansas City	Kansas City	MO
Charlotte-Mecklenberg Schools	Charlotte	NC
Wake County Public Schools	Raleigh	NC
Cumberland County Schools	Fayetteville	NC
Winston Salem - Forsyth County Schools	Winston-Salem	NC
Gaston County Schools	Gastonia	NC
Omaha Public Schools	Oman	NE
Neward Board of Education	Newark	NJ
Albuquerque Public Schools	Albuquerque	NM
Clark County School District	Las Vegas	NV
Washoe County School District	Reno	NV
New York City Schools	Brooklyn	NY
Buffalo City Schools	Buffalo	NY
Rochester Public Schools	Rochester	NY
Cleveland Public Schools	Cleveland	OH
Columbus Public Schools	Columbus	OH
Cincinnati Schools	Cincinnati	OH
Toledo Schools	Toledo	OH
Akron Public Schools	Akron	OH
Tulsa City ISD	Tulsa	OK
Oklahoma City ISD 89	Oklahoma City	OK
Portland School District	Portland	OR
Philadelphia Public Schools	Philadelphia	PA
Pittsburgh City Schools	Pittsburgh	PA
Providence Public School System	Providence	RI
Greenville County Schools	Greenville	SC
Charleston County Schools	Charleston	SC
Memphis City Schools	Memphis	TN
Metropolitan Public Schools	Nashville	TN
Knox County School System	Knoxville	TN
Houston ISD	Houston	TX
Dallas ISD	Dallas	TX
Fort Worth ISD	Fort Worth	TX
San Antonio ISD	San Antonio	TX
Austin IND School District	Austin	TX
El Paso ISD	El Paso	TX
Ysleta ISD	El Paso	TX
Corpus Christi ISD	Corpus Christi	TX
Jordan School District	Sandy	UT
Salt Lake City Schools	Salt Lake City	UT
Granite School District	Salt Lake City	UT
Fairfax County Schools	Fairfax	VA
Virginia Beach City Public Schools	Virginia Beach	VA
Chesterfield County Schools	Chesterfield	VA
Prince William County Schools	Manassas	VA
Norfolk City Schools	Norfolk	VA
Seattle Public Schools	Seattle	WA
Milwaukee Schools	Milwaukee	WI
Kanawha County Schools	Charleston	WV

APPENDIX B

THE 223 HIGHER EDUCATION INSTITUTIONS
SENT QUESTIONNAIRES
BY STATE

HIGHER EDUCATION INSTITUTION	CITY	STATE
University of Alaska-Anchorage	Anchorage	AK
Anchorage Community College	Anchorage	AK
Birmingham Southern College	Birmingham	AL
Jefferson State Junior College	Birmingham	AL
Lawson State Community College	Birmingham	AL
Miles College	Birmingham	AL
Samford University	Birmingham	AL
University of Alabama at Birmingham	Birmingham	AL
Alabama State University	Montgomery	AL
Auburn University at Montgomery	Montgomery	AL
University of South Alabama	Mobile	AL
Mobile College	Mobile	AL
Spring Hill College	Mobile	AL
S.D. Bishop State Junior College	Mobile	AL
University of Arizona	Tucson	AZ
Pima County Community College	Tucson	AZ
Arizona State University	Tempe	AZ
Northern Arizona University	Flagstaff	AZ
Maricopa County Community College	Phoenix	AZ
California State University-Long Beach	Long Beach	CA
Long Beach City College	Long Beach	CA
University of California-Irvine	Irvine	CA
University of California-Davis	Davis	CA
University of California-Berkeley	Berkeley	CA
California State University-Sacramento	Sacramento	CA
California State University-Chico	Chico	CA
Sacramento City College	Sacramento	CA
San Francisco State University	San Francisco	CA
University of California-Los Angeles	Los Angeles	CA
California State University-Fresno	Fresno	CA
San Diego State University	San Diego	CA
University of California-San Diego	La Jolla	CA
University of California-San Francisco	San Francisco	CA
University of Colorado at Denver	Denver	CO
University of Denver	Denver	CO
The American University	Washington	DC
George Washington University	Washington	DC
Georgetown University	Washington	DC
University of the District of Columbia	Washington	DC
Howard University	Washington	DC
University of South Florida	Tampa	FL
St. Petersburg Junior College	St. Petersburg	FL
Eckerd College	St. Petersburg	FL
University of Florida	Gainesville	FL
University of Tampa	Tampa	FL
University of Central Florida	Orlando	FL

HIGHER EDUCATION INSTITUTION	CITY	STATE
Valencia Community College	Orlando	FL
Rollins College	Winter Park	FL
Stetson University	Deland	FL
Brevard Community College	Cocoa	FL
University of West Florida	Pensacola	FL
Pensacola Junior College	Pensacola	FL
Florida Atlantic University	Boca Raton	FL
Polk Community College	Winter Haven	FL
University of North Florida	Jacksonville	FL
Jacksonville University	Jacksonville	FL
Edward Waters College	Jacksonville	FL
Florida Community College at Jacksonville	Jacksonville	FL
Florida State University	Tallahassee	FL
Florida International University	Miami	FL
University of Miami	Coral Gables	FL
Nova University	Fort Lauderdale	FL
Miami-Dade Community College	Miami	FL
Georgia State University	Atlanta	GA
Georgia Institute of Technology	Atlanta	GA
Atlanta University	Atlanta	GA
Spelman College	Atlanta	GA
Kennesaw College	Marietta	GA
West Georgia College	Carrollton	GA
University of Georgia	Athens	GA
Augusta College	Augusta	GA
University of Hawaii at Monoa	Honolulu	HI
University of Chicago	Chicago	IL
University of Illinois at Urbana-Champaign	Urbana	IL
University of Illinois at Chicago	Chicago	IL
Illinois Institute of Technology	Chicago	IL
Indiana University-Purdue University at Indianapolis	Indianapolis	IN
Wichita State University	Wichita	KS
University of Louisville	Louisville	KY
Jefferson Community College	Louisville	KY
Bellarmine College	Louisville	KY
Spalding University	Louisville	KY
Xavier University of Louisiana	New Orleans	LA
University of New Orleans	New Orleans	LA
Dillard University	New Orleans	LA
Louisiana State University	Baton Rouge	LA
Southern University Agricultural & Mechanical College	Baton Rouge	LA
Louisiana State University in Shreveport	Shreveport	LA
Boston University	Boston	MA
University of Massachusetts at Boston	Boston	MA
Bowie State College	Bowie	MD
Prince Georges Community College	Largo	MD
University of Maryland System Office	Adelphi	MD
University of Maryland-College Park	College Park	MD
Hood College	Frederick	MD
Coppin State College	Baltimore	MD
University of Michigan-Ann Arbor	Ann Arbor	MI
University of Michigan-Dearborn	Dearborn	MI

HIGHER EDUCATION INSTITUTION	CITY	STATE
Wayne State University	Detroit	MI
Wayne County Community College	Detroit	MI
University of Detroit	Detroit	MI
Eastern Michigan University	Ypsilanti	MI
University of Minnesota	Minneapolis	MN
Augsburg College	Minneapolis	MN
Carleton College	Northfield	MN
Macalester College	St. Paul	MN
University of Missouri-St. Louis	St. Louis	MO
Harris-Stowe State College	St. Louis	MO
University of Missouri-Kansas City	Kansas City	MO
Winston-Salem State University	Winston-Salem	NC
Wake Forest University	Winston-Salem	NC
Salem College	Winston-Salem	NC
Appalachian State University	Boone	NC
University of North Carolina at Greensboro	Greensboro	NC
University of North Carolina at Chapel Hill	Chapel Hill	NC
University of North Carolina at Charlotte	Charlotte	NC
North Carolina Agricultural & Technical State Univ.	Greensboro	NC
Davidson College	Davidson	NC
Johnson C. Smith University	Charlotte	NC
Queens College	Charlotte	NC
Fayetteville State University	Fayetteville	NC
Methodist College	Fayetteville	NC
Pembroke State University	Pembroke	NC
East Carolina University	Greenville	NC
Campbell University	Buies Creek	NC
North Carolina State University	Raleigh	NC
University of Nebraska at Omaha	Omaha	NE
University of Nebraska-Lincoln	Lincoln	NE
Creighton University	Omaha	NE
Rutgers State University of New Jersey	New Brunswick	NJ
Kean College of New Jersey	Union	NJ
Montclair State College	Upper Montclair	NJ
Jersey City State College	Jersey City	NJ
Seton Hall University	South Orange	NJ
Ramapo College of New Jersey	Mahwah	NJ
New Jersey Institute of Technology	Newark	NJ
Essex County College	Newark	NJ
New Mexico State University	Las Cruces	NM
University of New Mexico	Albuquerque	NM
University of Nevada-Las Vegas	Las Vegas	NV
University of Nevada-Reno	Reno	NV
Sierra Nevada College	Incline Village	NV
Columbia University-City of New York	New York	NY
City University of NY/Bernard M. Baruch College	New York	NY
City University of New York-Brooklyn College	Brooklyn	NY
City University of New York City College	New York	NY
City University of New York/College of Staten Island	Staten Island	NY
City University of New York/Herbert H. Lehman College	Bronx	NY
City University of New York/Hunter College	New York	NY
City University of New York/Medgar Evers College	Brooklyn	NY

HIGHER EDUCATION INSTITUTION	CITY	STATE
City University of New York/Queens College	Flushing	NY
The York College of the City University of New York	Jamaica	NY
State University of New York at Buffalo-Main Campus	Buffalo	NY
State University of New York College at Buffalo	Buffalo	NY
University of Rochester	Rochester	NY
Kenyon College	Gambier	OH
Kent State University	Kent	OH
Case Western Reserve University	Cleveland	OH
Oberlin College	Oberlin	OH
Cleveland State University	Cleveland	OH
Baldwin-Wallace College	Berea	OH
Cuyahoga Community College	Cleveland	OH
University of Cincinnati	Cincinnati	OH
Xavier University	Cincinnati	OH
Miami University	Oxford	OH
University of Toledo	Toledo	OH
Bowling Green State University	Bowling Green	OH
University of Akron	Akron	OH
The Ohio State University-Main Campus	Columbus	OH
University of Tulsa	Tulsa	OK
Northeastern State University	Tahlequah	OK
Oklahoma State University	Stillwater	OK
University of Oklahoma	Norman	OK
Langston University	Langston	OK
Oklahoma City Community College	Oklahoma City	OK
Oklahoma City University	Oklahoma City	OK
Portland State University	Portland	OR
Lewis and Clark College	Portland	OR
University of Pittsburgh Main Campus	Pittsburgh	PA
Carnegie-Mellon University	Pittsburgh	PA
Indiana University of Pennsylvannia	Indiana	PA
University of Pennsylvannia	Philadelphia	PA
Temple University	Philadelphia	PA
Pennsylvannia State University	University Park	PA
University of Rhode Island	Kingston	RI
Brown University	Providence	RI
Furman University	Greenville	SC
Clemson University	Clemson	SC
University of South Carolina at Spartanburg	Spartanburg	SC
University of South Carolina at Columbia	Columbia	SC
College of Charleston	Charleston	SC
Tennessee State University	Nashville	TN
Vanderbilt University	Nashville	TN
Memphis State University	Memphis	TN
University of Tennessee-Knoxville	Knoxville	TN
East Texas State University	Commerce	TX
Alamo Community College	San Antonio	TX
University of Texas at San Antonio	San Antonio	TX
Trinity University	San Antonio	TX
University of Texas at El Paso	El Paso	TX
Texas Tech University	Lubbock	TX
University of Houston-University Park	Houston	TX

HIGHER EDUCATION INSTITUTION	CITY	STATE
University of Houston-Clear Lake	Houston	TX
Texas Southern University	Houston	TX
Houston Community College	Houston	TX
Corpus Christi State University	Corpus Christi	TX
University of Texas at Austin	Austin	TX
Texas Christian University	Fort Worth	TX
Southern Methodist University	Dallas	TX
University of Utah	Salt Lake City	UT
Utah State University	Logan	UT
Brigham Young University	Provo	UT
Tidewater Community College	Portsmouth	VA
Virginia Wesleyan College	Norfolk	VA
Norfolk State University	Norfolk	VA
Old Dominion University	Norfolk	VA
Virginia State University	Petersburg	VA
George Mason University	Fairfax	VA
University of Washington	Seattle	WA
West Virginia College of Graduate Studies	Institute	WV
University of Charleston	Charleston	WV
Marshall University	Huntington	WV
West Virginia State College	Institute	WV

APPENDIX C

SITE PROTOCOL

Ford Foundation Study: Urban School/Urban University Collaboration

Interviewer -
University of Wisconsin-Milwaukee

I. History of the collaborative

1. Could you describe the local factors which influenced the decision to establish the university/school collaborative?

2. Which organization took the first step to link the two institutions?

3. Who were the key people involved?

4. How was this "new" collaborative to be different from the previous cooperative activities which had been underway?

5. What were the facilitating factors or "pay-offs" for the university and school to form a partnership?

6. What barriers/obstacles were identified during the early stages of the collaborative? How were they resolved, if at all?

II. Collaborative Emphasis

1. What were the original objectives of the collaborative?

2. Have they changed? If so, how and in what direction.

3. Were there any written agreements which were signed by representatives of each institution which serve as policy guidelines and serve to provide a direction for the project?

   a. If there are no written agreements, do you think there should be?

4. How does research fit with the objectives of the collaborative? Of particular concern is the relationship of university researchers to the project in terms of research interest, access to the schools, and utility and practicality of results.

III. Current projects

1. What projects are currently underway as part of the collaboartive?

2. What projects are anticipated?

3. Given the important needs of poor children in your city, what additional programs should be created to help meet these needs?

4. Which joint projects currently underway are not considered to be a part of the collaborative?

5. What is the relationship/role of the School of Education to the collaborative?

IV. Facilitators/Obstacles to the Collaborative

1. As the collaborative has developed, were there any key projects/issues which serve to help develop a positive working environment and a cooperative relationship between officials of the two institutions?

2. How were the original obstacles overcome?

3. What are the obstacles which continue which have a good chance of being solved?

4. Which obstacles continue with no anticipation that they will ever be solved? What is the impact of these obstacles on the project?

5. What advice do you have for others who would like to establish collaboratives?

V. Organizational Characteristics

1. Please provide us with an organizational chart which describes the administrative location of the collaborative.

2. How is the project administered? Is there a joint coordinating committee or some other form of joint administration of the project?

3. What type of staff are assigned to the collaborative and how are they supported?

4. How is the project funded?

5. What are the plans for making the collaborative a permanent part of the operating structure of the university/high school operation?

6. How does evaluation of project activities influence the collaborative?

7. What organizational structures should be created--involving business, city, state government, etc--to make your collaborative more effective?

VI. Final Thoughts

1. How would you assess the effectiveness of the collaborative?

2. If you could go back and start over again, would you do anything differently?

3. What keeps the collaborative going?

4. What types of state legislation should be created to support the needs of urban school systems in your region, and collaborations in which you are involved?

APPENDIX D

PUBLIC SCHOOL — URBAN UNIVERSITY COLLABORATION STUDY SCHOOL DISTRICT SUPERINTENDENT QUESTIONNAIRE

School Collaboration Study
Office of Research and Sponsored Programs
The Graduate School
University of Wisconsin—Milwaukee
P. O. Box 340, Milwaukee, WI 53201
(414) 963-4911

DO NOT WRITE IN THIS COLUMN

This questionnaire is divided into three major sections—A, B, and C — and should take about 20 to 30 minutes to complete. While some questions require your own perspective on school/university collaboration, others can be answered by a staff person familiar with the school district and the collaboration efforts. Obviously, there are no RIGHT or WRONG answers to these questions so that your first response is probably the best. Please circle appropriate answers or fill in the blanks. _____ 1-3

The purpose of this questionnaire is to obtain your perspective and collect basic information concerning school/university collaboration. _____ 4-5

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

SECTION A — COLLABORATION AT THE LEVEL OF THE ENTIRE SCHOOL DISTRICT AND UNIVERSITY ORGANIZATIONS

In this section please consider institutional collaboration at the level of the entire organization, that is, collaboration that involves top level administrators. If there is presently no collaboration at this level, please go to SECTION B, page 11.

1. Please identify those universities with which your school system has a collaborative relationship that involves top level administrators from both institutions. List first that university with which you have the most extensive and well-developed collaborative relationship.

   _____

   _____

   _____

   _____

For the remaining questions in Section A please focus on the university you listed on the first line in question 1.

DO NOT WRITE IN THIS COLUMN

2. How frequently do you personally meet with your counterpart chief executive officer of the university to discuss matters of joint concern? Circle the number of the appropriate response.

MORE THAN ONCE A MONTH	5	
ABOUT ONCE A MONTH	4	
ABOUT ONCE A SEMESTER	3	_____
ABOUT ONCE A YEAR	2	6
LESS THAN ONCE A YEAR	1	

3. Is there a written agreement which establishes and codifies the collaborative relationship? (If yes, please describe or send a copy of the agreement.)

YES 2 NO 1 _____ 7

4. Is there a specific person in your school district who has responsibility for coordinating the collaborative relationship?

YES 2 NO 1 _____ 8

4a. IF YES, does this person have this responsibility as a full time assignment?

YES 2 NO 1 _____ 9

4b. For these responsibilities, to whom does this person report?

_____ (position) _____ 10-11

5. Is there a formal coordinating/steering committee involved in the collaboration?

YES 2 NO 1 _____ 12

5a. IF YES, what is the composition of this committee? (PLEASE SEND A LIST, IF POSSIBLE, OR FILL IN BELOW)

	Name	Title	Affiliation	
a.	_____	_____	_____	_____ 13
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____
d.	_____	_____	_____	_____
e.	_____	_____	_____	_____
f.	_____	_____	_____	_____

6. In what ways do you communicate with the school district's administrators and teachers regarding collaborative activities and issues?

SEPARATE NEWSLETTER	4	
PART OF EXISTING ONE	3	_____
MEMO, ETC AS NEEDED	2	19
NO OFFICIAL COMMUNICATION	1	

DO NOT WRITE IN THIS COLUMN

Origins of Institutional Collaboration

7. Who initiated the actions beginning collaboration between the school district and the university?

_____ (name)

_____ (title)

20-21

8. Briefly stated, what were the reasons for the start of this collaboration?

_____

22-23

_____

24-25

_____

26-27

9. When did formal collaboration, involving senior level district administrators, actually begin?

_____ (year)

28-29

10. How much pressure did the school district feel from each of the following sources to start a collaborative relationship with the university? (FOR EACH SOURCE WRITE THE NUMBER, 1 - 7, REPRESENTING THE AMOUNT OF PRESSURE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

a.	the business community	# = _____	_____
b.	the local media	# = _____	30 _____
c.	the school board	# = _____	_____
d.	your own administrators and teachers	# = _____	_____
e.	state political leaders	# = _____	_____
f.	local political leaders	# = _____	_____
g.	other local school districts	# = _____	_____
h.	long-standing relationships with the university	# = _____	_____
i.	the university president	# = _____	_____
j.	other top level school administrators	# = _____	_____
k.	external professional organizations	# = _____	_____
l.	State Department of Public Instruction	# = _____	_____
m.	other _____ (specify)	# = _____	_____ 42

DO NOT WRITE IN THIS COLUMN

11. How influential were each of the following factors in the initiation of the collaborative relationship? (PLEASE RATE EACH OF THE FOLLOWING ON A 1-7 SCALE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

a. There was a new president/chancellor # = _____ _____ 43

b. There was a new school superintendent # = _____ _____

c. There was an opportunity to secure external funding to support collaboration # = _____ _____

d. The school district wanted to find a way to improve student preparation # = _____ _____

e. The university wanted to find a way to improve student preparation # = _____ _____

f. The university was interested in increasing its minority enrollment # = _____ _____

g. Involvement in a national organization (e.g., AASA) that supported collaboration # = _____ _____

h. The school district was approached by the university. # = _____ _____

i. The existence of a major problem (e.g. desegregation) # = _____ _____

j. A major funding opportunity required collaboration # = _____ _____

k. Curricular concerns (e.g., to reduce duplication between high school and university; to have more remediation done at precollegiate level) # = _____ _____

l. Collaboration provided a way to increase enrollments in the university # = _____ _____

m. Past cooperative efforts involving the school district and university led to the expanded efforts. # = _____ _____

n. Encouragement and support from the corporate sector # = _____ _____

o. You, as Superintendent (or whoever held the position) # = _____ _____

p. other _____ # = _____ _____ 58

12. To what extent did each of the following factors facilitate establishment and maintenance of the collaborative relationship? (PLEASE RATE EACH OF THE FOLLOWING ON A 1-7 SCALE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

			DO NOT WRITE IN THIS COLUMN
a.	A supportive administration and teaching staff	# = _____	_____ 59
b.	Available resources	# = _____	_____
c.	Pressure from outside the school system	# = _____	_____
d.	Pressure from within the school system	# = _____	_____
e.	Long standing relationships with the university	# = _____	_____
f.	The interest of the university president	# = _____	_____
g.	Your own interest in collaboration	# = _____	_____
h.	The business community	# = _____	_____
i.	The local media	# = _____	_____
j.	The Board of Education	# = _____	_____
k.	State political leaders	# = _____	_____
l.	Local political leaders	# = _____	_____
m.	External organizations/associations	# = _____	_____
n.	State Department of Public Instruction	# = _____	_____
o.	Teacher Organizations	# = _____	_____ 73

Current Status of Institutional Collaboration

13. Identify each of the following as either a (1) primary objective, (2) secondary objective, (3) potential objective, or (9) not an objective for the collaborative relationship. (PLEASE WRITE A 1, 2, 3, OR 9 IN THE SPACE FOR EACH.)

GO TO II

PRIMARY OBJECTIVE 1	SECONDARY OBJECTIVE 2	POTENTIAL OBJECTIVE 3	NOT AN OBJECTIVE 9

DO NOT WRITE IN THIS COLUMN

a. Improve preparation of high school graduates # = _____ _____ 6

b. Provide services to public schools # = _____ _____

c. Develop a base for seeking external funds # = _____ _____

d. Provide staff development programs for teachers # = _____ _____

e. Provide high school students opportunities to take university courses # = _____ _____

f. Increase minority/disadvantaged student enrollment at the university # = _____ _____

g. Stimulate research # = _____ _____

h. Respond to pressures # = _____ _____

i. Increase retention of "at risk" students in the school system # = _____ _____

j. Promote professional relationships between university and school district staff # = _____ _____

k. Avoid duplication of courses # = _____ _____

l. Put remediation back in the secondary schools # = _____ _____

m. Update pre-service teacher education programs # = _____ _____

n. Improve school/community relations # = _____ _____

o. Improve access of "at risk" students to the university # = _____ _____ 20

			DO NOT WRITE IN THIS COLUMN
p.	Improve university admission process	# = _____	_____ 21
q.	Improve university student retention rates	# = _____	_____
r.	A better understanding of public school issues	# = _____	_____
s.	More awareness of university course expectations	# = _____	_____
t.	Increased awareness of school concerns by university faculty	# = _____	_____
u.	Curricular modification and improvement	# = _____	_____
v.	Other _____ (specify)	# = _____	_____ 27

14. To what extent has each of the following objectives been met? (PLEASE RATE EACH OF THE FOLLOWING ON A 1-5 SCALE WITH 1 BEING NOT AT ALL AND 5 BEING TO A SUBSTANTIAL DEGREE. USE 9 TO INDICATE THAT THE ITEM IS NOT AN OBJECTIVE.

NOT AT ALL		SOME		SUBSTANTIAL DEGREE	NOT AN OBJECTIVE
1	2	3	4	5	9

a.	Improve preparation of high school graduates	# = _____	_____ 28
b.	Provide services to public schools	# = _____	_____
c.	Develop a base for seeking external funds	# = _____	_____
d.	Provide staff development programs for teachers	# = _____	_____
e.	Provide high school students opportunities to take university courses	# = _____	_____
f.	Increase minority/disadvantaged student enrollment at the university	# = _____	_____
g.	Stimulate research	# = _____	_____
h.	Respond to pressures	# = _____	_____
i.	Increase retention of "at risk" students in the school system	# = _____	_____
j.	Promote professional relationships between university and school district staff	# = _____	_____
k.	Avoid duplication of courses	# = _____	_____ 38

			DO NOT WRITE IN THIS COLUMN
l.	Put remediation back in the secondary school	# = _____	_____ 39
m.	Update pre-service teacher education programs	# = _____	_____
n.	Improve university/community relations	# = _____	_____
o.	Improve access of "at risk" students to the university	# = _____	_____
p.	Improve university admissions process	# = _____	_____
q.	Improve university student retention rates	# = _____	_____
r.	A better understanding of public school issues	# = _____	_____
s.	More awareness of university course expectations	# = _____	_____
t.	Increased awareness of school concerns by university faculty	# = _____	_____
u.	Curricular modification and improvement	# = _____	_____
v.	Other _____ (specify)	# = _____	_____ 49

15. To what extent has each of the following groups received assistance or service from the current collaborative activities? (PLEASE RATE EACH OF THE FOLLOWING ON A 1 - 7 SCALE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

			DO NOT WRITE IN THIS COLUMN
a.	Pre-collegiate students	# = _____	_____ 50
b.	Minority/disadvantaged/"at risk" youth	# = _____	_____
c.	School superintendents	# = _____	_____
d.	School principals	# = _____	_____
e.	Teachers	# = _____	_____
f.	School counselors	# = _____	_____
g.	Other school staff (e.g. curriculum coordinators)	# = _____	_____
h.	University students	# = _____	_____
i.	University faculty	# = _____	_____
j.	University administrators	# = _____	_____
k.	University admission officials	# = _____	_____
l.	Parents of school-age children	# = _____	_____ 61

16. Please list four specific projects (and school district contact persons) that are a part of the current overall collaborative relationship. (PLEASE SEND A LIST, IF POSSIBLE.)

	Project Title	Contact Persons
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

17. Based on your experiences, how influential has each of the following factors been in hindering the collaborative effort? (PLEASE RATE EACH OF THE FOLLOWING ON A 1 - 7 SCALE WITH 1 BEING NOT AT ALL A HINDRANCE AND 7 BEING A GREAT HINDRANCE.)

GO TO III

NOT AT ALL		LITTLE		SOME		GREAT HINDRANCE
1	2	3	4	5	6	7

DO NOT WRITE IN THIS COLUMN

a. Absence of "rewards" for teachers to become involved (e.g., release time for teachers) # = _____ _____ 6

b. Absence of resources # = _____ _____

c. Absence of financial support from within the school district # = _____ _____

d. Absence of financial support from outside the schools # = _____ _____

e. Absence of financial support from the university # = _____ _____

f. Absence of administrative support from the university # = _____ _____

g. Absence of administrative support from the public schools # = _____ _____

h. Absence of faculty support from the university # = _____ _____

i. Absence of faculty support from the public schools # = _____ _____

k. Provisions of collective bargaining agreements # = _____ _____

l. Lack of access to information/technical assistance from other collaboratives # = _____ _____ 16

18. What recommendations would you make to other school systems considering the establishment of collaborative relationships?

_____

_____

DO NOT WRITE IN THIS COLUMN

19. Are there other school districts involved in this cooperative effort? YES 2 NO 1 _____ 17

19a. IF YES, please list, OR SEND A LIST.

	SCHOOL DISTRICT	CONTACT PERSON
a.	_____	_____
b.	_____	_____
c.	_____	_____

_____ 18-19

IF YOU HAVE COMPLETED SECTION A, SKIP SECTION B AND GO TO SECTION C, p.12.

SECTION B — SCHOOL DISTRICTS WITH NO OVERALL COLLABORATIVE RELATIONSHIPS.

1. In your opinion, why is there no overall institutional collaboration between your school district and a local university?

_____ 20-21

_____ 22-23

_____ 24-25

_____ 26-27

Proceed to Section C

SECTION C — LIMITED COLLABORATIVE RELATIONSHIPS.

In this section, please consider other cooperative programs involving your school system and local universities which may have been in existence before or are independent of the current, overall institutional collaborative effort. Examples might include relationships between high school counselors and the university admissions office, the School of Education and schools where student teachers are placed, or individual teacher-university faculty activities.

DO NOT WRITE IN THIS COLUMN

1. Please identify four of the most significant or important of these cooperative programs and the name of a contact person for each.

	Program Title	Contact Person	
a.	_____	_____	_____ 28-29
b.	_____	_____	_____ 30-31
c.	_____	_____	_____ 32-33
d.	_____	_____	_____ 34-35

2. List three factors that facilitated these cooperative programs.

a. _____ 36-37

b. _____ 38-39

c. _____ 40-41

3. List three factors that inhibited these cooperative programs.

a. _____ 42-43

b. _____ 44-45

c. _____ 46-47

4. Why are these not part of the institutional collaboration effort?

_____ 48-49

_____ 50-51

_____ 52-53

AFTER COMPLETION PLEASE RETURN TO:
School Collaboration Study
Office of Research and Sponsored Programs
The Graduate School
University of Wisconsin—Milwaukee
P. O. Box 340, Milwaukee, WI 53201

URBAN UNIVERSITY — PUBLIC SCHOOL COLLABORATION STUDY UNIVERSITY PRESIDENT/CHANCELLOR QUESTIONNAIRE

School Collaboration Study
Office of Research and Sponsored Programs
The Graduate School
University of Wisconsin—Milwaukee
P. O. Box 340, Milwaukee, WI 53201
(414) 963-4911

DO NOT WRITE IN THIS COLUMN

This questionnaire is divided into three major sections—A, B, and C — and should take about 20 to 30 minutes to complete. While some questions require your own perspective on university/school collaboration, others can be answered by a staff person familiar with the university and the collaboration efforts. Obviously, there are no RIGHT or WRONG answers to these questions so that your first response is probably the best. Please circle appropriate answers or fill in the blanks. 1-3

The purpose of this questionnaire is to obtain your perspective and collect basic information concerning university/school collaboration. 4-5

THANK YOU VERY MUCH FOR YOUR ASSISTANCE.

SECTION A — COLLABORATION AT THE LEVEL OF THE ENTIRE UNIVERSITY AND SCHOOL DISTRICT ORGANIZATIONS

In this section please consider institutional collaboration at the level of the entire organization, that is, collaboration that involves top level administrators. If there is presently no collaboration at this level, please go to SECTION B, page 11.

1. Please identify those school systems with which your university has a collaborative relationship that involves top level administrators from both institutions. List first that school district with which you have the most extensive and well-developed collaborative relationship.

   _____

   _____

   _____

   _____

For the remaining questions in Section A please focus on the school district you listed on the first line in question 1.

DO NOT WRITE IN THIS COLUMN

2. How frequently do you personally meet with the Superintendent of Schools to discuss matters of joint concern? Circle the number of the appropriate response.

MORE THAN ONCE A MONTH 5
ABOUT ONCE A MONTH 4
ABOUT ONCE A SEMESTER 3
ABOUT ONCE A YEAR 2
LESS THAN ONCE A YEAR 1

6

3. Is there a written agreement which establishes and codifies the collaborative relationship? (If yes, please describe or send a copy of the agreement.)

YES 2 NO 1

7

4. Is there a specific person in your university who has responsibility for coordinating the collaborative relationship?

YES 2 NO 1

8

4a. IF YES, does this person have this responsibility as a full time assignment?

YES 2 NO 1

9

4b. For these responsibilities, to whom does this person report?

_____ (position)

10-11

5. Is there a formal coordinating/steering committee involved in the collaboration?

YES 2 NO 1

12

5a. IF YES, what is the composition of this committee? (PLEASE SEND A LIST, IF POSSIBLE, OR FILL IN BELOW)

	Name	Title	Affiliation	
a.				13
b.				
c.				
d.				
e.				
f.				

6. In what ways do you communicate with the university's faculty and staff regarding collaborative activities and issues?

SEPARATE NEWSLETTER 4
PART OF EXISTING ONE 3
MEMO, ETC AS NEEDED 2
NO OFFICIAL COMMUNICATION .. 1

19

DO NOT WRITE IN THIS COLUMN

Origins of Institutional Collaboration

7. Who initiated the actions beginning collaboration between the university and the school district?

_____ (name)

_____ (title) 20-21

8. Briefly stated, what were the reasons for the start of this collaboration? _____ 22-23

_____ 24-25

_____ 26-27

9. When did formal collaboration, involving senior level university administrators, actually begin? _____ (year) 28-29

10. How much pressure did the university feel from each of the following sources to start a collaborative relationship with the public schools? (FOR EACH SOURCE WRITE THE NUMBER, 1 - 7, REPRESENTING THE AMOUNT OF PRESSURE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

a. The business community # = _____ _____

b. The local media # = _____ 30

c. The University Board of Regents # = _____ _____

d. Your own faculty and staff # = _____ _____

e. State political leaders # = _____ _____

f. Local political leaders # = _____ _____

g. Other local institutions of higher education # = _____ _____

h. Long-standing relationships with the school system # = _____ _____

i. The school superintendent # = _____ _____

j. Other top level university administrators # = _____ _____

k. External professional organizations # = _____ _____

l. State Department of Public Instruction # = _____ _____

m. Other _____ (specify) # = _____ _____ 42

DO NOT WRITE IN THIS COLUMN

11. How influential were each of the following factors in the initiation of the collaborative relationship? (PLEASE RATE EACH OF THE FOLLOWING ON A 1-7 SCALE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

a. There was a new president/chancellor # = _____ _____ 43

b. There was a new school superintendent # = _____ _____

c. There was an opportunity to secure external funding to support collaboration # = _____ _____

d. The school district wanted to find a way to improve student preparation # = _____ _____

e. The university wanted to find a way to improve student preparation # = _____ _____

f. The university was interested in increasing its minority enrollment # = _____ _____

g. Involvement in a national organization (e.g. NASULGC) that supported collaboration # = _____ _____

h. The school district was approached by the university. # = _____ _____

i. The existence of a major problem (e.g. desegregation) # = _____ _____

j. A major funding opportunity required collaboration # = _____ _____

k. Curricular concerns (e.g., to reduce duplication between high school and university; to have more remediation done at precollegiate level) # = _____ _____

l. Collaboration provided a way to increase enrollments in the university # = _____ _____

m. Past cooperative efforts involving the school district and university led to the expanded efforts. # = _____ _____

n. Encouragement and support from the corporate sector # = _____ _____

o. You, as University President/Chancellor (or whoever held the position) # = _____ _____

p. Other _____ # = _____ _____ 58

12. To what extent did each of the following factors facilitate establishment and maintenance of the collaborative relationship? (PLEASE RATE EACH OF THE FOLLOWING ON A 1-7 SCALE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

			DO NOT WRITE IN THIS COLUMN
a.	A supportive administration and faculty	# = _____	_____ 59
b.	Available resources	# = _____	_____
c.	Pressure from outside the university	# = _____	_____
d.	Pressure from within the university	# = _____	_____
e.	Long-standing relationships with the school system	# = _____	_____
f.	The interest of the school superintendent	# = _____	_____
g.	Your own interest in collaboration	# = _____	_____
h.	The business community	# = _____	_____
i.	The local media	# = _____	_____
j.	The Board of Regents and/or system administration	# = _____	_____
k.	State political leaders	# = _____	_____
l.	Local political leaders	# = _____	_____
m.	External organizations/associations	# = _____	_____
n.	State Department of Public Instruction	# = _____	_____
o.	Faculty Organizations	# = _____	_____ 73

Current Status of Institutional Collaboration

13. Identify each of the following as either a (1) primary objective, (2) secondary objective, (3) potential objective, or (9) not an objective for the collaborative relationship. (PLEASE WRITE A 1, 2, 3, OR 9 IN THE SPACE FOR EACH.)

GO TO II

PRIMARY OBJECTIVE 1	SECONDARY OBJECTIVE 2	POTENTIAL OBJECTIVE 3	NOT AN OBJECTIVE 9

			DO NOT WRITE IN THIS COLUMN
a.	Improve preparation of high school graduates	# = _____	_____ 6
b.	Provide services to public schools	# = _____	_____
c.	Develop a base for seeking external funds	# = _____	_____
d.	Provide staff development programs for teachers	# = _____	_____
e.	Provide high school students opportunities to take university courses	# = _____	_____
f.	Increase minority/disadvantaged student enrollment at the university	# = _____	_____
g.	Stimulate research	# = _____	_____
h.	Respond to pressures	# = _____	_____
i.	Increase retention of "at risk" students in the school system	# = _____	_____
j.	Promote professional relationships between university and school district staff	# = _____	_____
k.	Avoid duplication of courses	# = _____	_____
l.	Put remediation back in the secondary schools	# = _____	_____
m.	Update pre-service teacher education programs	# = _____	_____
n.	Improve school/community relations	# = _____	_____
o.	Improve access of "at risk" students to the university	# = _____	_____ 20

			DO NOT WRITE IN THIS COLUMN
p.	Improve university admission process	# = _____	_____ 21
q.	Improve university student retention rates	# = _____	_____
r.	A better understanding of public school issues	# = _____	_____
s.	More awareness of university course expectations	# = _____	_____
t.	Increased awareness of school concerns by university faculty	# = _____	_____
u.	Curricular modification and improvement	# = _____	_____
v.	Other _____ (specify)	# = _____	_____ 27

14. To what extent has each of the following objectives been met? (PLEASE RATE EACH OF THE FOLLOWING ON A 1-5 SCALE WITH 1 BEING NOT AT ALL AND 5 BEING TO A SUBSTANTIAL DEGREE. USE 9 TO INDICATE THAT THE ITEM IS NOT AN OBJECTIVE.)

NOT AT ALL		SOME		SUBSTANTIAL DEGREE	NOT AN OBJECTIVE
1	2	3	4	5	9

a.	Improve preparation of high school graduates	# = _____	_____ 28
b.	Provide services to public schools	# = _____	_____
c.	Develop a base for seeking external funds	# = _____	_____
d.	Provide staff development programs for teachers	# = _____	_____
e.	Provide high school students opportunities to take university courses	# = _____	_____
f.	Increase minority/disadvantaged student enrollment at the university	# = _____	_____
g.	Stimulate research	# = _____	_____
h.	Respond to pressures	# = _____	_____
i.	Increase retention of "at risk" students in the school system	# = _____	_____
j.	Promote professional relationships between university and school district staff	# = _____	_____
k.	Avoid duplication of courses	# = _____	_____ 38

			DO NOT WRITE IN THIS COLUMN
l.	Put remediation back in the secondary school	# = _____	_____ 39
m.	Update pre-service teacher education programs	# = _____	_____
n.	Improve university/community relations	# = _____	_____
o.	Improve access of "at risk" students to the university	# = _____	_____
p.	Improve university admissions process	# = _____	_____
q.	Improve university student retention rates	# = _____	_____
r.	A better understanding of public school issues	# = _____	_____
s.	More awareness of university course expectations	# = _____	_____
t.	Increased awareness of school concerns by university faculty	# = _____	_____
u.	Curricular modification and improvement	# = _____	_____
v.	Other _____ (specify)	# = _____	_____ 49

15. Please indicate the source(s) of funding which support your collaborative activities. Check as appropriate.

		Yes	No	
a.	University	_____	_____	_____ 50
b.	School District	_____	_____	_____
c.	State	_____	_____	_____
d.	Federal	_____	_____	_____
e.	Private Foundations	_____	_____	_____
f.	Business/Industry	_____	_____	_____ 55

16. To what extent has each of the following groups received assistance or service from the current collaborative activities? (PLEASE RATE EACH OF THE FOLLOWING ON A 1 - 7 SCALE WITH 1 BEING NONE AT ALL AND 7 BEING A GREAT DEAL.)

NONE AT ALL		LITTLE		SOME		GREAT DEAL
1	2	3	4	5	6	7

			DO NOT WRITE IN THIS COLUMN
a.	Pre-collegiate students	# = _____	_____ 56
b.	Minority/disadvantaged/"at risk" youth	# = _____	_____
c.	School superintendents	# = _____	_____
d.	School principals	# = _____	_____
e.	Teachers	# = _____	_____
f.	School counselors	# = _____	_____
g.	Other school staff (e.g. curriculum coordinators)	# = _____	_____
h.	University students	# = _____	_____
i.	University faculty	# = _____	_____
j.	University administrators	# = _____	_____
k.	University admission officials	# = _____	_____
l.	Parents of school-age children	# = _____	_____ 67

17. Please list four specific projects (and university contact persons) that are a part of the current overall collaborative relationship. (PLEASE SEND A LIST, IF POSSIBLE.)

	Project Title	Contact Persons
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

18. Based on your experiences, how influential has each of the following factors been in hindering the collaborative effort? (PLEASE RATE EACH OF THE FOLLOWING ON A 1 - 7 SCALE WITH 1 BEING NOT AT ALL A HINDRANCE AND 7 BEING A GREAT HINDRANCE.)

GO TO III

NOT AT ALL		LITTLE		SOME		GREAT HINDRANCE
1	2	3	4	5	6	7

DO NOT WRITE IN THIS COLUMN

a. Absence of "rewards" for faculty to become involved (e.g., release time for faculty) # = _____ _____ 6

b. Absence of resources # = _____ _____

c. Absence of financial support from within the university # = _____ _____

d. Absence of financial support from outside the university # = _____ _____

e. Absence of financial support from the public schools # = _____ _____

f. Absence of administrative support from the university # = _____ _____

g. Absence of administrative support from the public schools # = _____ _____

h. Absence of faculty support from the university # = _____ _____

i. Absence of faculty support from the public schools # = _____ _____

k. Provisions of collective bargaining agreements # = _____ _____

l. Lack of access to information/technical assistance from other collaboratives # = _____ _____ 16

19. What recommendations would you make to other universities considering the establishment of collaborative relationships?

_____

_____

DO NOT WRITE IN THIS COLUMN

20. Are there other universities involved in this cooperative effort? YES 2 NO 1 _____ 17

19a. IF YES, please list, OR SEND A LIST.

	UNIVERSITY	CONTACT PERSON
a.	_____	_____
b.	_____	_____
c.	_____	_____

_____ 18-19

IF YOU HAVE COMPLETED SECTION A, SKIP SECTION B AND GO TO SECTION C, p.12.

SECTION B — UNIVERSITIES WITH NO OVERALL COLLABORATIVE RELATIONSHIPS.

1. In your opinion, why is there no overall institutional collaboration between your university and the local school district? _____ 20-21

_____ 22-23

_____ 24-25

_____ 26-27

Proceed to Section C

SECTION C — LIMITED COLLABORATIVE RELATIONSHIPS.

In this section, please consider other cooperative programs involving faculty and staff from your university with public schools which may have been in existence before or are independent of the current, overall institutional collaborative effort. Examples might include relationships between the university admissions office and high school counselors, the School of Education and schools where student teachers are placed, or individual faculty/staff activities.

DO NOT WRITE IN THIS COLUMN

1. Please identify four of the most significant or important of these cooperative programs and the name of a contact person for each.

	Program Title	Contact Person	
a.	_____	_____	28-29
b.	_____	_____	30-31
c.	_____	_____	32-33
d.	_____	_____	34-35

2. List three factors that facilitated these cooperative programs.

a. 36-37

b. 38-39

c. 40-41

3. List three factors that inhibited these cooperative programs.

a. 42-43

b. 44-45

c. 46-47

4. Why are these not part of the institutional collaboration effort?

48-49

50-51

52-53

AFTER COMPLETION PLEASE RETURN TO:
School Collaboration Study
Office of Research and Sponsored Programs
The Graduate School
University of Wisconsin—Milwaukee
P. O. Box 340, Milwaukee, WI 53201

APPENDIX F

ILLUSTRATIVE LIST OF UNIVERSITY/SCHOOL COLLABORATIONS
(from published sources)

ALABAMA -

Jefferson County Educational Consortium - eight school districts and seven colleges and universities (Bailey, 1984)
FOCUS: to increase communications; administrative meetings with school/university/business/industry/leaders

University of Southern Alabama/Mobile County Public Schools and Mobile County Mental Health Center (Prentice, 1980)
FOCUS: Teacher Corp project

University of Southern Alabama/Clark County Public Schools (Prentice, 1980)
FOCUS: ESAA Student Concerns Project

ARIZONA -

Maricopa County Schools with unidentified university (Prentice, 1980)
FOCUS: coordinating research projects within the schools

Arizona State University/Mesa Public Schools (Prentice, 1980)
FOCUS: the development of a student drug survey

CALIFORNIA -

University of California at Irving/Santa Ana Unified School District (Bailey, 1984)
FOCUS: working with middle and high school students on the selection of more challenging coursework that will prepare them for college

Oakland
San Jose State University/Alum Rock School District (Prentice, 1980)
FOCUS: Teacher Corps project

California State University - five programs described in article by CSU, 1984

A) San Francisco State University/Balboa High School
FOCUS: model for bridging from high to college; focuses on improving learning and course selection

B) California State College - San Bernardino/San Bernardino, Colton, Rialto, Riverside, Bloomington, and the Rim of the World school districts
FOCUS: mathematics teachers exploring new curriculum using an inter-disciplinary approach

C) CSU, Dominguez Hills/area high schools
FOCUS: using the English Placement Test that is administered to incoming freshmen as a curriculum guide

D) San Diego State University/area high schools -
FOCUS: improvement of science curriculum

E) CSU, Northridge/area high schools
FOCUS: to identify students who need help in preparation for college and to provide the help through magnet programs in writing, science, math, and the humanities

CONNECTICUT -

Yale University/New Haven Public School System (Bailey, 1984; Wilbur, 1984)
FOCUS: 80 teachers per year work with university faculty in the preparation of new curriculum units

FLORIDA -

Miami-Dade Community College/Dade County Schools
FOCUS: working together to help reduce the drop-out rate and to eliminate some of the remediation classes at the university level

GEORGIA -

National Humanities Faculty/Atlanta Public School System (Bailey, 1984)
FOCUS: to upgrade the language arts departments and to establish a humanities magnet high school

ILLINOIS -

Illinois Institute of Technology and the University of Chicago/Chicago Public Schools (Bailey, 1984)

KENTUCKY -

Northern Kentucky University/unnamed local high school (Dickens, 1981)
FOCUS: teacher/professor exchange in physical education departments - to disspel misconceptions from both sides

LOUISIANA -

Loyola University/public and private schools in New Orleans (Hymel, 1980)
FOCUS: schools express concerns to Loyola's Center for Educational Improvement. University researches problem and directs its resources to provide a solution

MARYLAND -

Baltimore County Public Schools/University of Maryland (Wilbur, 1984)
FOCUS: preservice and inservice teacher education through Teacher Education Centers

MICHIGAN -

Oakland Educational Collaborative - Oakland Community College and Oakland University/Oakland County Public Schools (Pine, 1986) just outside of Detroit - do not confuse with Oakland, CA

FOCUS: initial planning focused on writing skills in grades K-16; several programs offered to a variety of audiences

MISSISSIPPI -

PREPS statewide research consortium run by Mississippi State University's Bureau of Educational Research and Evaluation (Wilbur, 1984; Wall, 1984)

FOCUS: research consortium, schools pay a yearly fee for membership and administrators sit on a steering committee that determines the projects to be studied

MISSOURI -

St. Louis Partnership Program

Washington University/St. Louis University/St. Louis Public Schools (Wilbur, 1984)

FOCUS: to facilitate partnerships between schools, businesses, cultural activities, and universities. See article for examples.

NEW JERSEY -

Essex County College/Newark Board of Education (Bailey, 1984)

NEW YORK -

Queens College/Louis Armstrong Middle School (Wilbur, 1984)

FOCUS: assessment of needs of middle school children and the development of a school that met those needs

Syracuse University/Project Advance (Wilbur, 1984)

FOCUS: providing college level courses at the high school level taught by high faculty

OHIO -

Cuyahoga Community College/Cleveland Public Schools (Bailey, 1984)

OKLAHOMA -

College of Arts and Sciences at Oklahoma State University/statewide public school districts (Bailey, 1984)

FOCUS: to bring a better academic program to rural areas

OREGON -

Willamette Valley Educational Consortium - Western Oregon State College and others (Wilbur, 1984)

FOCUS: research and development of curriculum for rural areas

PENNSYLVANIA -

Pennsylvania State University/Keystone Central School District (Wilbur, 1984)
FOCUS: staff development for rural area teachers

SOUTH CAROLINA -

CYCLUC-W consortium - Winthrop College/six high schools (Bailey, 1984)
FOCUS: meetings between administrators, admissions personnel, counselors, and teachers to ease the transition from high to college

TEXAS -

Texas Christian University/Fort Worth Independent School District (Fairchild, 1985)
FOCUS: university/school faculty professional group, meets monthly

UTAH -

University of Utah/seven school districts (Williams, ____)
FOCUS: development of professional development centers within schools - elementary

WASHINGTON -

North King County-Edmonds Coalition for High School/Community College/ University Articulation (Bailey, 1984)

University of Washington/Sequim High School (Smith, 1979)
FOCUS: the high school approached the university about offering a college freshman English course at the high school using high school faculty based on the Project Advance concept

WISCONSIN -

UWM/MPS (Wilbur, 1984; Bailey, 1984)

Wisconsin School evaluation Consortium (Prentice, 1980)
FOCUS: UW-Madison provides program development, management, and evaluation assistance to member schools

APPENDIX G

PERCEIVED BARRIERS TO COLLABORATION
(from published sources)

Schools perceive that:

1) researchers are interested in research for their own purposes (Boberg, 1985)

2) researchers tend to exaggerate problems (Boberg, 1985)

3) findings are not relevant to situations in the field (Boberg, 1985)

4) teachers are not equal as professionals (Boberg, 1985)

5) projects are not being determined and designed by those who are dealing with the problems on a day-to-day basis (Boberg, 1985)

6) feeling that the project is the university's - no ownership on the part of the school district (Fairchild, 1985)

7) a ploy only suggested by the university to increase admissions (Wilbur, 1984)

8) lack of university faculty with sufficient field experience to really understand problems (Prentice, 1980)

9) university does not understand the workings of the public schools (Sussman, 1982)

10) university does not take into account how well the teachers cope within the system (Sussman, 1982)

General barriers perceived by or real in both university and school:

1) lack of commitment by administrators (Boberg, 1985)

2) adding to workloads that are already too heavy (Boberg, 1985)

3) too few incentives - release time or rewards (Boberg, 1985)

4) feeling of belonging to "another" group (Fairchild, 1985)

5) communication problems - mechanics of notifying all concerned (Fairchild, 1985)

6) lack of mutual respect (Pine, 1986); trust (Wilbur, 1984)

7) misconceptions, preconceptions, and stereotypes about university faculty and their workloads; teachers and their "professionalism"; administrators and their knowledge of the classroom; and union representatives and their interest in the educational process beyond the monetary incentives (Pine, 1986)

8) institutional competition (Pine, 1986)

9) problems with equal credit upon completion of project (Pine, 1986)

10) lack of preliminary planning (Pine, 1986)

11) lack of understanding about policies at the different levels and how they affect each other (Thomson, 1985)

12) major problems in teacher exchanges are timing and financial reimbursement for expenses such as travel (Williams)

13) educational politics (Wilbur, 1984)

14) power and authority problems or lack of clarification - Who should lead? (Wilbur, 1984)

15) funding formulas and "head count" (Wilbur, 1984)

16) missions; do the schools and the universities have the same missions? (Wilbur, 1984)

17) timelines for funding do not permit adequate time for planning (Prentice, 1980)

18) too much paperwork, especially in the follow-up (Prentice, 1980)

19) lack of clearly defined roles for both participants (Prentice, 1980)

20) too many surveys - lack of coordination of sites and subjects (Prentice, 1980)

General barriers perceived by or real in both university and school (cont.):

21) turfmanship

22) no input from teachers for what they want or need in terms of staff development courses (Fox, 1986)

23) who is really the expert - the teacher in the field or the theorist? (Fox, 1986)

24) certification problems at both levels - are teachers and professor qualified to teach in an exchange situation or college credit in high school situation? (Maricopa County, 1985)

25) poor research design (Prentice, 1980)

APPENDIX H

Table 11
OBJECTIVES/NON-OBJECTIVES FOR COLLABORATION
BY OBJECTIVE AND RESPONDENT TYPE
(per cent by row)

OBJECTIVES	RES	TYPE OF OBJECTIVE Primary	Secondary	Potential	None	TOTAL %	N
Provide Services to Schools	SUP	64	23	8	5	100	61
	PRE	69	30	1	-	100	105
Promote Professional Relationships Between Staffs	SUP	63	27	6	3	99	62
	PRE	57	29	14	-	100	107
Provide Teacher Development Programs	SUP	64	23	8	5	100	62
	PRE	54	28	7	11	100	106
Improve Preparation of High School Graduates	SUP	54	20	12	15	101	61
	PRE	52	30	13	5	100	105
Improve School/University Community Relations	SUP	21	33	34	12	100	61
	PRE	48	37	9	7	101	105
Increase Awareness of School Concerns by University Faculty	SUP	38	25	20	18	101	61
	PRE	21	49	22	8	100	105
Build Better Understanding of School Issues	SUP	23	31	32	14	100	62
	PRE	31	38	19	12	100	107
Curricular Modification and Improvement	SUP	43	33	13	12	101	61
	PRE	35	34	15	16	100	106
Update Pre-Service Teacher Programs	SUP	46	31	10	13	100	61
	PRE	37	24	11	27	99	106
Give Students Opportunity to Take University Courses	SUP	29	23	21	27	100	62
	PRE	28	33	15	24	100	104
Increase Minority/Disadvantaged at University	SUP	28	23	16	33	100	61
	PRE	21	36	30	14	101	104
Stimulate Research	SUP	13	23	36	29	101	62
	PRE	22	30	19	30	101	105
Create Awareness of University Expectations	SUP	20	18	33	30	101	61
	PRE	19	30	18	32	99	105

University perceptions or realities:

1) depth of study and knowledge not as strong when teacher is used at the university in an exchange program (Williams)

2) schools do not appreciate the necessity of research, they want fast answers (Prentice, 1980)

3) publication expectations prohibit some faculty from becoming involved in long-term projects (Fox, 1986)

4) lack of respect and rewards for the clinical professors, rewards are for those who publish or do research (Fox, 1986)

5) narrow definition of teaching and research so that collaboration work falls within service category (Fox, 1986)

6) difficult for university faculty to spend much time in schools for on-site understanding (Fox, 1986)

7) universities tend to conduct only short-term projects - no long-term or high commitments ventures that would start and sustain true partnerships (Shive, 1984)

Professional observations:

1) theories are presented in workshops and there is little or no follow-up (Boberg, 1985)

2) need for recognition of the difficulties that accompany research (Boberg, 1985)

3) need for adequate time frame to allow for research development and implementation (Boberg, 1985)

4) research should be conducted with an entire school unit, not teachers as individuals but as a group (Boberg, 1985)

5) major problem of many collaborative efforts: serving more than one master - particularly for individual teachers who are working with a school and a university (Sussman, 1982)

6) some researchers skip over middle administrators and only deal directly with teachers (Sussman, 1982)

Table 11 (continued)
OBJECTIVES/NON-OBJECTIVES FOR COLLABORATION
BY OBJECTIVE AND RESPONDENT TYPE
(per cent by row)

OBJECTIVES	RES	TYPE OF OBJECTIVE Primary	Secondary	Potential	None	TOTAL %	N
Improve "At Risk" Student Access	SUP	25	21	23	31	100	61
	PRE	20	28	28	24	100	104
Increase "At Risk" Retention in Schools	SUP	33	10	20	38	101	61
	PRE	29	18	29	24	100	104
Improve University Retention Rates	SUP	10	26	25	39	100	61
	PRE	18	29	18	35	100	105
Develop Base for External Funds	SUP	2	19	44	36	101	62
	PRE	6	28	29	37	100	103
Improve University Admissions Process	SUP	13	15	23	49	100	61
	PRE	11	15	23	51	100	104
Avoid Course Duplication	SUP	15	21	18	46	100	61
	PRE	8	12	14	66	100	104
Respond to Pressures	SUP	5	16	2	77	100	62
	PRE	7	12	10	71	100	105
Put Remediation in Schools	SUP	6	10	16	68	100	62
	PRE	7	9	16	69	101	105